



**Charter for Accelerated Learning
Charter Application for:**

Charles A. Tindley Accelerated School

Indianapolis, Indiana

Submitted to the Honorable Bart Peterson,
Mayor of Indianapolis
August 7, 2002

Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School

Charles A. Tindley Accelerated School

Proposed School Address (if known)

School District in which Proposed School would be located

Indianapolis Public Schools

The proposed school will open in the fall of school year: X 2003-04 ___ 2004-05

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Total Student Enrollment
First Year	9 th , 10 th	160
Second Year	9 th , 10 th , 11 th	240
Third Year	9 th , 10 th , 11 th , 12 th	320
Fourth Year	9 th , 10 th , 11 th , 12 th	320
Fifth Year	9 th , 10 th , 11 th , 12 th	320
Sixth Year	9 th , 10 th , 11 th , 12 th	320
Seventh Year	9 th , 10 th , 11 th , 12 th	320

Are you planning to work with an educational management organization (EMO)?

Yes ___ No X If so, please indicate the name of EMO: _____

Have you submitted this application to another sponsor? Yes ___ No X. If so, please indicate:

Name of Other Sponsor: _____

Date Submitted: _____

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? Yes ___ No X. If so, please indicate the name of the Sponsor: _____

Charles A. Tindley Accelerated School

Executive Summary

The Charles A. Tindley Accelerated School (CTAS), working with parents and the community, will empower high school students at high risk of academic failure, or school dropout, to become successful students who graduate with prospects for college and career opportunities. The school will provide an accelerated learning program that intellectually engages, inspires, and spurs academic achievement through a challenging, interactive, standards-based curriculum.

Enrollment data for the local district, available on the Indiana Department of Education website, shows a disproportionate decline in the number of students enrolled in high school grades compared to earlier grades. This trend, mirroring other large urban districts, indicates a high exit rate from school prior to graduation. The costs of dropping out to the individual students and to the community at large are high. Students without a high school diploma earn less over a lifetime than those with a diploma and significantly less than those with some higher education. Dropouts are also more likely to incur future costs to the community in terms of social services. Graduates who are successful and connected to the community are more likely to become contributing citizens. The CTAS is based on a proven comprehensive school reform model that has been successful with urban schools serving high proportions of students in at-risk situations. The reasons contributing to dropout are many: high absenteeism, past academic failure, weak academic skills (reading and math), declining educational aspirations, and past discipline problems. The instructional methods of CTAS focus on intellectual engagement appropriate for increasing student achievement for all students regardless of previous academic performance.

CTAS will follow the Accelerated Schools Project (ASP) model for community involvement in school governance, and will use the ASP Powerful Learning Instructional Methods. These methods are based on the premise that students learn and retain more when involved in content-rich interactive instruction. This is instruction that requires demonstration of applied learning emphasizing applying concepts and content rather than memorization and recitation. The curriculum will be staff developed through a backmapping process to ensure that the Indiana Academic Standards are covered through the curriculum. The curriculum will be designed to prepare students to take, and be successful in Advanced Placement (AP) classes. The curriculum uses the AP curriculum at the 12th grade level, and the Indiana standards to determine the content, sequence, and instructional methods utilizing textbooks as a resource, rather than the traditional approach of using a specific text and attempting to address the standards through it. In addition, all students will be involved in community service learning and enrichment projects.

CTAS is partnering with the National Center for the Accelerated Schools Project (NCASP) at the University of Connecticut in its Accelerated High School Project. CTAS and four other selected schools are working with NCASP to develop, implement and disseminate the ASP model at the high school level. Currently there are more than 700 accelerated elementary and middle schools around the country. One of the other pilot schools is The Accelerated School in south central Los Angeles, a 2001 TIME Magazine school of the year.

The CTAS educational plan includes an extended day and extended year format. CTAS will offer a "double dose" of reading and math instruction that includes core academic classes, individualized study in reading and in math, and accelerated courses. Longer class periods will allow for the use of varied teaching methods focused on increasing student engagement in course content. There also will be a service learning and experiential education component that involves students applying academic learning to community issues. This will add relevance to regular coursework and allow exploration of future academic and career options. Several measurable educational objectives are mandatory for CTAS students to graduate as well as to be eligible for successful post secondary education. The following are the CTAS educational objectives:

- ◆ Students will be intellectually engaged, as demonstrated in course participation and performance, in order to build confidence and aspirations to move away from the dropout precipice.
- ◆ Students, teachers and families will become involved in the school and community to build a greater sense of connection to the school and responsibility for the community.
- ◆ Students with weak academic skills will raise their skills in a timely fashion in order to be successful with the college preparatory curriculum. Courses for improving those skills will not be given in place of the academic core courses lest the students fall further behind in pursuing the required courses for college admissions.
- ◆ Students will maintain a strong attendance record.

Sound fiscal plans, budget policies, and procedures are necessary to ensure the viability and long-term success of the CTAS. To ensure quality in educational programs, the school will start the 2003-04 academic year with 9th and 10th grades. The school will "scale-up" to size by adding one grade each year. The school will meet its full economy of scale in the third year. Expenditures such as administration, financial services, special education and services for second language learners will initially be spread over fewer students and thus proportionately will use a larger part of the school's budget during the school's initial fiscal years. Start-up costs including facilities, furnishings and technology costs will be accrued in this same time frame.

The CTAS Start Up Board was strategically created as an outgrowth of the original founding group this past winter to include dedicated and experienced individuals with the diverse skills needed to ensure that CTAS fulfills its mission as an effective and viable charter school. Start Up Board Members'

professional and personal experiences related to their work on the Board include the areas of alternative education, education evaluation and research, law, accounting, financial planning, fund raising, human resources, community organization and outreach, marketing, facilities management, and student recruitment for higher education. The Board's primary current work focuses on the following areas:

1) Refining strategies for raising and leveraging the resources required to efficiently open and operate the school in a fiscally responsible way; 2) Developing and implementing policies that meet all legal obligations to the school's students, families, faculty, the local community and the state and federal government – policies including governance, human resources, health and safety, transportation plans; 3) Implementing a strategic recruitment and marketing plan that reaches students and families who will most benefit from the CTAS educational program. This includes reaching those who may not traditionally proactively seek information about or take advantage of available educational opportunities.

Currently the CTAS finance committee is refining fundraising and development strategies for three distinct phases: planning and development (summer 2002 – winter 2003); start-up (winter/spring 2003 – summer 2003/school opening); and an operational plan for the school's first five operational years. The plans include targeting different types of resources including private and public grants, private donations, financing through financial institutions, and state/local/federal per pupil funding.

Start-Up Board members, along with identified community-based educators, are working together to develop aspects of the CTAS educational programs. This group brings experience in areas directly related to the development, implementation, assessment and long-term success of the Charles A. Tindley Accelerated School. The Board's experience includes: 1) teaching and providing services to alternative education high school students; 2) coaching and providing technical support for schools using the accelerated schools process for comprehensive school reform; 3) conducting academic research in areas relating to comprehensive school reform and state academic learning standards; 4) working with and providing outreach for various local social services and community organizations; and 5) writing and securing grants to support educational programs and evaluations of educational programs.

*CTAS seeks to embody Charles A. Tindley's quest to acquire knowledge as a means for reaching his aspirations and his commitment to serving others. He was born into slavery and overcame extreme odds to become an influential community and spiritual leader. His desire to read the Bible and his passion for knowledge led him to teach himself to read and write at a time when education was illegal for Blacks. Unsatisfied with reading translations, Tindley learned both Greek and Hebrew. While working as a laborer, Tindley studied by correspondence to become an ordained minister. Leading a growing congregation in Philadelphia, he established outreach services that included a soup kitchen and clothes bank. Charles A. Tindley is also known as the "godfather of gospel" for his musical compositions, which include *We Shall Overcome*, and *Stand by Me*. His legacy serves as an inspiration for this charter school.*

**Charles A. Tindley Accelerated School
Charter Application**

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CHARLES A. TINDLEY ACCELERATED SCHOOL

I. OUR VISION

A. The CTAS Mission

The Charles A. Tindley Accelerated School (CTAS), working with parents and the community, will empower high school students at risk of academic failure, or school dropout, to become successful students who graduate with prospects for college and career opportunities. The school will provide an accelerated learning program that intellectually engages, inspires, and spurs academic achievement through a challenging, interactive, standards-based curriculum.

What is “Accelerated Learning” at the Charles A Tindley Accelerated School?

* It is raising the bar... not lowering it. * It is operating from the presumption that all students are gifted and talented. * It is believing very strongly, “It’s all in the delivery.” *

B. The Need

A study of 35 large city school districts and dropouts considered the 9th to 12th grade progression to be a measure of “promotion power” – or the rate at which students progress towards graduation. The Indianapolis Public School district was one of the large urban districts found to have a high concentration of high schools with a “weak promotion rate” (measured in terms of at least 50% fewer 12th graders than 9th graders enrolled three years earlier).¹ Current enrollment patterns available on the Indiana Department of Education website suggest that this pattern still persists. The cost of dropping out to the individual students and to the community at large is high. In a 1994 Bureau of Census report, the difference in annual earnings between high school graduates and high school dropouts was, on average, \$6,415.² With both the local and national economy moving away from unskilled labor and advancing towards high-tech and high-skilled labor, the earnings differential will only increase.

There are many factors that may contribute to a student’s decision to drop out from school. Academic failure often plays a role. For example, 40.9% of the 16 to 24 year-olds who dropped out of school reported being retained more than once, according to a National Center for Education Statistics

¹ Balfanz, R. and Legters, N. (2001). “How Many Central City High Schools Have A Severe Dropout Problem, Where Are They Located, and Who Attends Them? Initial Estimates Using the Common Core of Data,” paper presented for *Dropouts in America: How severe is the problem? What do we know about intervention and prevention?* Harvard Civil Rights Project and Achieve, Inc.: Cambridge, MA.

² Bureau of the Census (1994). Educational attainment in the United States: March 1992 and 1993.

(NCES) study.³ This suggests that by the time students drop out of school, they already have fallen significantly behind. Additional factors contributing to dropout are represented in a U.S. Department of Education study that tracked the responses of dropouts as to why they left school.⁴ The top seven reasons, listed below, suggest that some contributing factors relate to the culture of the school:

- * Did not like school
- * Could not get along with teachers
- * Was failing school
- * Could not keep up with school work
- * Was pregnant/became pregnant
- * A feeling of not belonging
- * Could not get along with other students

These statements suggest that some students who dropped out did not feel that they were a part of the school community. They did not value or feel valued by their school. Other reasons suggest that the academic needs of these students were not met, resulting in academic failure. Additional contributing factors relating to dropout include poverty, low education attainment of parents, high local crime rates, drug and alcohol use, high absenteeism, declining educational aspirations and past discipline problems. By understanding and addressing these factors, and working collaboratively with other community organizations focusing on these issues, a school can work to minimize the effect of these factors. CTAS, while partnering with local organizations, will incorporate student volunteerism so that students become actively involved in contributing to community-based solutions.

The needs of the Near Eastside of Indianapolis, where CTAS intends to locate, reflect the challenges facing many neighborhoods in Midwestern urban areas. There are six middle schools that serve the area and two high schools. At the six middle schools the poverty rate is high. In 2000-01 the rate of students qualifying for free and reduced lunch ranged from 65% to 73%. At the high schools, the rates ranged between 50% and 56%. The 2000-01 ISTEP scores for the middle schools suggest that a great number of students were struggling with the reading and math skills that are necessary to be successful in the high school curriculum. The following table reflects student performance on the ISTEP tests for the 2000-01 school year.

2000-01 ISTEP Pass Rates

	English/Language Arts Pass Rates	Math Pass Rates
6th Graders at 6 Middle Schools	9-26 %	17-37%
State Average	52%	62%
8 th Graders at 6 Middle Schools	23-51%	12-44%
State Average	68%	64%
10 th Grade GQE at 2 High Schools	36-41%	32-42%
State Average	69%	67%

³ NCES (1994). "Dropout rates in the United States: 1993." Washington, DC: National Center for Education Statistics, U.S. Department of Education.

⁴ National Education Longitudinal Study (NELS), (1988, 1990). Washington, DC: U.S. Department of Education.

Other indicators suggest that by high school, many students are not aspiring to achieve academically or preparing to attend college. The percentage of the student body in 2000-01 at the two high schools taking the "core forty" classes recommended for college admissions were 21% and 41%, compared to 54% of all Indiana public high school students. The percentage of the student body taking the SAT exam, associated with college admissions, at the two high schools were 35% and 16% compared to 54% of all Indiana public high school students. These numbers indicate that an unacceptably high number of students in the community are not prepared for higher education. At a recent community event in Brookside Park several CTAS Board Members spoke with parents to learn what the parents in the community believed to be the most important aspect of a new school. Numerous parents stated that students should be prepared for college and should receive assistance in getting into college and finding student aid. These parents suggested that students in school should **all** be working towards college.

Addressing the Need Accelerated schools often have student populations with many students in at-risk situations. Accelerated schools differ from traditional remedial approaches that often involve less challenging curricula and lowered expectations. Instead, accelerated schools offer enriched curricula typically reserved for gifted-and-talented students. The schools create Powerful Learning environments that encourage students and teachers to “think creatively, explore their interests, and achieve at high levels.”⁵ Accelerated schools involve the whole school community – parents, students, teachers and staff – in a continuous, data-driven reform process that is centered on the school’s visions. These efforts are guided by three principles: Unity of Purpose; Empowerment and Responsibility; and Building on Strengths.

The National Center for the Accelerated Schools Project (NCASP) supports a network of more than 700 accelerated schools in the United States and four other countries. The research-based comprehensive reform model, the Accelerated Schools Process, was first introduced in schools in 1986. Since that time it has been successful in improving student achievement in many schools. The model, designated by the New American Schools as a “break-the-mold” school reform design, has been successful in both elementary and middle schools. Building on the middle school model, the National Center for the Accelerated Schools Project is working on the development of the model at the high school level. CTAS has been selected as one of five pilot high school sites. The NCASP is working with pilot schools by providing training and technical support, including resources for strategic, research based school improvement efforts, support in creating Powerful Learning environments, and assistance with professional development and program evaluation. CTAS was selected as a pilot site based on the following reasons: 1) the school’s commitment to provide accelerated learning to **all** students; 2) the

⁵ Northwestern Regional Education Laboratory, website. www.nwrel.org/scpd/catalog/

school's experience with the accelerated school model through a Board Member who was on staff with the National Center for the Accelerated Schools Project for four years, and who coached an accelerated school, and provided training to other accelerated schools' coaches; 3) CTAS's commitment to work collaboratively with various community organizations in developing a broad-based learning community; 4) the school's potential, as a charter in Indianapolis, to become a contributing member to the local and national school reform community; and 5) the school's willingness to participate collaboratively and to assist/collaborate with future accelerated high schools.

The NCASP will provide advice, coaching and mentoring for adapting and using the accelerated schools process at the high school level, and will facilitate networking between the pilot high schools as well as providing access to instructional, professional development and assessment resources through the accelerated schools network. NCASP is also seeking outside funding for the Accelerated High School Project that would partially fund an accelerated schools coach at each school, hire a liaison to provide more direct mentorship and services at each school, assist with evaluation activities and fund the development of a technology based inquiry research center at each school. Through this project CTAS will also work in partnership with The Accelerated School in Los Angeles, a TIME Magazine School of the Year that is opening a pilot accelerated high school in the fall of 2003. The Accelerated School will provide advice and collaboration, which might include hosting some CTAS faculty or board members for school observations and collaboration regarding curriculum and instruction resources, powerful learning teaching ideas, and utilizing the accelerated schools model to promote academic success and progression to college. Periodically, school leaders from the two schools will consult (via e-mail and phone) to share results, challenges and program ideas to ensure that the high school program is indeed accelerated.

CTAS will follow the research-based Accelerated Schools Project's (ASP) process for community involvement in school governance, and the associated Powerful Learning Methods. Student and parent involvement in school governance will ensure that the policies of the school are reasonable and responsive to both students and families and will increase ownership and 'connectedness' to the school. See Attachments #1 – 4 for information about the ASP model, Powerful Learning instructional methods, and a review of research on accelerated schools.

The Powerful Learning methods are based on the premise that students learn and retain more when involved in content-rich interactive instruction that requires demonstration of applied learning, emphasizing applying concepts and content rather than memorization and recitation. Students will be given responsibility for achievement and students will know the course standards and understand what they need to accomplish in order to demonstrate learning and earn course credits. In return, the teachers will work with students to determine the pace of learning, and provide additional support if and when students struggle with course work.

Students' past academic failure and/or weak academic skills threaten school success and create a dilemma for schools. If programs solely focus on basic skills in order for students to "catch-up" to grade level, then students fall behind in taking high school level classes. The time spent in remedial courses delay students from taking courses such as algebra, geometry, literature, or expository writing. However, many of these students do not have the needed skills in reading, writing and math to succeed in high school level courses. A successful school must find a way to provide grade appropriate, challenging curriculum, while building requisite skills. Methods that are effective for both lower and higher achieving students must be incorporated into classroom instruction, with the goal of raising the performance level of all students.

The CTAS educational plan includes an extended day and extended year format. CTAS will offer a "double dose" of reading and math instruction that includes core academic classes, individualized study in reading and in math, and accelerated courses. Longer class periods will allow the use of varied teaching methods focused on increasing student engagement in course content. There also will be a service learning and experiential education component that involves students applying academic learning to community issues. This will add relevance to regular coursework and allow exploration of future academic and career options.

C. Goals

The following goals are those that have been identified as the highest priority performance goals in each of the following areas: Academic Performance, Organizational Viability, and School-Specific Objectives.

Academic Performance Goals

Goal 1: CTAS students will build the reading and mathematics skills they need to access the CTAS curriculum and prepare for post-secondary education. . The school will strive to reach the level of 70% or more students meeting and exceeding the following goals: Students working one grade below their current grade-level will bring their skills up to grade level by the end of the first year. Students working more than one year below grade level will bring their skills up to grade level by the end of the second year. CTAS will also monitor the performance of peer high school programs for similar student populations to assure that CTAS is truly providing a strong alternative to existing programs.

Goal 2: CTAS students will develop the habits, skills and motivation necessary to succeed so that they possess a set of high quality options when they graduate and the wise judgment to choose from among those options. In Year Three, at least 60% of the high school students completing all requirements will, upon graduation from CTAS, enroll in a post-secondary educational program. In Year Four, the percentage will be at least 65%; in Year Five, at least 70%. Against the backdrop of an IPS system that graduates fewer than 50% of its students, these placement rates will help prove the strength of the CTAS

academic model. CTAS will also establish relationships with post-secondary school institutions throughout the Indianapolis metro area and the state. These relationships will provide high quality choices for CTAS graduates and will provide CTAS with valuable feedback about how well its graduates have been prepared to succeed at post-secondary institutions. See Student Performance Standards and School Performance Standards in section III D for a description of how CTAS will evaluate student success.

Organizational Viability

Goal 1: CTAS will develop and manage the financial resources necessary to implement its ambitious program objectives. The goal in financial resource development will be to complement public funding with significant contributions from both private foundations and individuals. CTAS will seek to develop relationships with private foundations that support charter schools and will set up a development function for private individuals. CTAS will target \$450,000 for the start-up year, \$450,000 for the first operational year, and \$270,000 for the second year from federal and state grants, private foundations and individuals.

In terms of financial management, CTAS will manage its finances responsibly. The Executive Director will create and manage a statement of cash flows to ensure that the Board meets the organization's financial commitments. A reputable accountant will be hired to insure that money is accounted for according to GAAP and state and federal regulations. Clean audits by an independent accounting firm will demonstrate sound financial controls.

Goal 2: CTAS will seek to recruit, hire, develop and retain a high caliber instructional staff because no other single factor contributes more to students' successes. Through a concerted, creative marketing effort, CTAS will attract an applicant pool of at least 5-10 strong, skilled educators for every faculty vacancy. CTAS will hire high quality, experienced teachers and provide them with the resources, school structure, and professional development required to serve students well. During the course of the first five years, CTAS will retain 75% of its teaching staff, building a strong, collaborative faculty that offers the expertise, care, and continuity that are essential for working in an inner-city environment.

Goal 3: CTAS will successfully reach the targeted student population and fill the community's need for high quality alternative education. CTAS's marketing and recruitment efforts will include formal (e.g., media campaigns) and informal strategies (e.g., networking through neighborhood associations, making material available at jobs training programs, etc.) to reach families and students who may not generally seek educational opportunities. CTAS will measure its success in reaching students through the number of students enrolled and on the waiting list. Each year, CTAS will strive to have a waiting list that exceeds the enrollment size of the incoming class by 20%.

School-Specific Objectives

Goal 1: CTAS will become a vital, contributing member of the Near Eastside community. It will solicit community input throughout the school development process by meeting regularly with community groups and their representatives. CTAS also will include at least one community representative on the Board of Directors and at least 50% of the SAW committee will be parents and community members.⁶ Every effort will be made to ensure that the faculty represents members of the community and its diversity. Partnerships with at least five community-based organizations will be established in Year One as part of the service learning program. CTAS students will have an opportunity to contribute to the community and the community will have an opportunity to work collaboratively with CTAS.

Goal 2: CTAS will find a safe, productive location in the Near Eastside community that will allow it to operate its programs effectively. The space will be easily accessible by public and private transportation and proximate to the main activities of the community. The facility, whether owned or leased, will also allow CTAS students and faculty to have the flexibility to create the space in their own image. This creative process will run the gamut from classroom furniture to murals.

Goal 3: CTAS will create and maintain a welcoming and responsive school environment where students and families choose to be involved in the life of the school. Students and families will be a part of the fabric of the school in ways that extend beyond class-work and grades. Students and parents will take an active role in ensuring the success of CTAS such as by being involved in the Accelerated School Process and the SAW, volunteering at the school, or participating in special events. Parent and student satisfaction will reflect CTAS's community environment where each member of the school is a stakeholder and is valued as an asset. Parent and student surveys and documentation of family participation as measures of school satisfaction will be included as part of the CTAS evaluation activities. Because the school is designed for students who might be in danger of dropout, student persistence rates of more than 70% will also indicate a high degree of student satisfaction.

II. WHO WE ARE

A. The Founding Group/Start Up Board

Collectively, the founding group formed the nonprofit organization called the "Charter for Accelerated Learning" for the purpose of creating the Charles A. Tindley Accelerated School (CTAS).

⁶ For a description of the composition and role of the School as a Whole committee see IV. B. Governance and Management.

The founders are dedicated to creating a high school where students are intellectually engaged and where students find learning enjoyable. Attention will be given to understanding what students do and do not know in order to design instruction that accelerates conceptual and factual learning while cutting out redundancy and repetition. The founders envision a school culture where teachers and students work as a team and where the ultimate goal is mastery. The classroom instruction emphasizes the ability to apply knowledge. At CTAS, learning involves participating in the greater community. The founders recognize that the school is unique because it operates from the premise that ALL students are gifted and talented and that ALL students are capable of academic success. Each founder's personal and professional path brings insights, strengths and experience to the endeavor of starting CTAS. This has led to the united commitment to establish and ensure the success of CTAS.

The Charles A Tindley Accelerated School's Start-Up Board brings a diverse set of skills to the development, planning, opening, and ongoing oversight responsibilities to ensure that CTAS becomes an effective and successful addition to the Indianapolis education community. The broad professional experiences of the Board members include business and public interest law; finance and development; accounting; business management; teaching, educational research and evaluation; strategic planning; human resource development; public relations and marketing; community development and networking. Six Board committees direct CTAS's current work: Academic Life; Facilities; Finance/Development; Governance/Legal; Marketing and Recruitment; and Personnel. Each board committee may also work with advisors – individuals who have specific expertise and an interest in assisting in the development of CTAS to ensure that the school meets its mission.

Several board members bring valuable experience serving on various boards for not-for-profit organizations, including shepherding a venture from the idea through start-up to the self-sustaining stage. Two board members have started successful businesses in the areas of media and marketing, and business consulting. Several board members also have the experience of opening and/or managing a new division or subsidiary of a larger parent company. One board member, who has served on the board of a local private school, brings insight and experience on issues school-related issues including hiring and retention of quality faculty. Collectively these experiences bring insight into many critical issues related to successfully opening, and maintaining a successful organization including attention to details as far ranging as facility selection and maintenance, hiring and retaining qualified personnel, marketing and recruiting and satisfying customers.

The CTAS board has a commitment to serving students in the Near Eastside community of Indianapolis. Several board members have personal or professional ties to the community. One board member graduated from Arsenal Tech, continues to live in the area, and is involved with several community-based organizations. Another board member has worked professionally serving youth and

families in the community through the social service sector. Through her work, she has developed a strong reputation and network among community service providing organizations. A third board member has been a teacher at several schools in the Near Eastside, and has a long time commitment to providing educational alternatives to students who are not succeeding in the traditional school setting.

The Start-Up Board recognizes the unique nature of a charter school and the varied responsibilities involved in establishing and maintaining an effective and successful charter school. In essence, a charter school is three different types of organizations in one – each with very specific needs. It is a start-up organization that requires initial resources to ensure that the internal foundations, governing procedures and required resources are available to oversee putting major structural components in place such as securing, financing and maintaining a facility, negotiating contracts to provide services such as transportation and food services, and overseeing the requisition of materials, furnishings, technology, and other items associated with opening a school. It is also a non-profit organization which requires that it follow specific legal, accounting, and governing guidelines and requires responsible and efficient allocation of resources. It is, first and foremost, an academic institution – and one with an ambitious vision – dedicated to raising students’ aspirations and developing their academic and career potential. The Board envisions CTAS as a positive addition and a contributing member of the local education community.

B. Community Partnerships

CTAS cannot, and should not operate in a vacuum. Collaborative partnerships between schools and other community organizations are key to academic achievement. “Healthy communities for youth are those which have a cohesive center of interest for and about youth. There is a long-term commitment to linkages and partnerships which address non-academic needs, broad-based educational achievement and positive youth development.”⁷ Helping youth build strong relationships with adults who care about them will be the foundation on which these students will mature. Teachers, parents, administrators, other adult family members and community volunteers will be integral parts of ensuring students’ academic and life successes. The common purpose of all individuals and organizations linked to CTAS will be to help students become connected, contributing and productive members of our community.

CTAS seeks partnerships that are mutually beneficial with local organizations including community groups, social service providers, and local universities. We also seek regional and national partnerships with organizations such as the National Center for the Accelerated Schools Project, the Safe and Responsive Schools project at Indiana University, and Project Connect in Bellingham, Washington. These partnerships will advance the work of CTAS in professional development, discipline and

⁷ Community Assets and Needs Report. United Way/Community Service Council. (1998). p. 212.

school/community policies, design of program evaluation and assessment, and the development and refinement of the service learning project.

The partnership with the NCASP is described in section IB. The Safe and Responsive School Project has agreed to provide consultation and access to resources used by their nationally recognized alternative to Zero Tolerance approaches for maintaining safe and civil schools. This is a collaborative process that includes parents, students, faculty and community members in understanding issues related to safety and discipline and developing school discipline and safety policies. This process will begin as soon as students have enrolled in the spring of 2003. Project Connect, based in Bellingham, Washington has been cited by the Education Commission of the States as a model of Promising Practices for K-16. It is a service learning project for middle school students that works as a partnership between the local university teacher education program and the local school district. Students participate in inquiry-based service learning projects in community organizations throughout the city. Project Connect will provide access to instructional materials for students and teachers, and consultation on program design and assessment.

The CTAS Board has been forging partnerships with various community organizations that have overlapping missions, resources, programs and/or interests. Of particular interest are programs that provide services to high school students, young adults, parents, and families. Types of services include education and training, health, and recreation. Two premises will guide the development of such joint efforts. First, the school should build upon and enhance the existing network of local community groups. All efforts should be made not to replicate or compete with existing programs, but instead to work cooperatively to extend the reach of existing programs. Second, because non-profit organizations, including the school, operate on limited resources, all efforts should be made to find ways to share rather than compete for resources. Community organizations that have expressed an interest in working with CTAS include the Englewood Christian Church, the Englewood Community Development Center, Stopover, Inc., Brookside Methodist Church, Brookside Park, and the Black Alliance for Education Options (BAEO) of Indianapolis. CTAS is continuing to talk with additional community groups in order to explore ways in which the programs may work together.

CTAS is currently seeking to form partnerships with local colleges and universities that provide training in various professions related to schools such as teacher education, social work, library science and media, and special education and second-language-learners educational services. These partnerships will be formed to directly benefit students, provide support and training for CTAS teachers, and benefit partners' pre-service teachers and professionals. In addition to receiving direct services, CTAS students will have the opportunity to connect with college students and become more familiar with various post-secondary education opportunities that will be available to them once they graduate. College and

university partnerships will be integrated into CTAS's professional development program, action research, and into the school's collaborative culture. CTAS places a great emphasis on on-going professional growth and on regular teacher collaboration as a means for increasing teacher effectiveness. In a recent article, Stanford University education professor Linda Darling Hammond attributes both of these factors as key to retention of high quality teachers.⁸ These emphases, along with the mission of the school (to teach students of all academic levels with a challenging academic curriculum), make the school an ideal site for professional internships and other pre-service learning experiences for college and graduate students in various fields. Board members are currently in discussions with several local colleges and universities.

CTAS will also establish a variety of connections to community and educational organizations in ways that enrich the school's curriculum through partnerships around the school's service learning program. Through this program, students will make regular visits to appropriate agencies and organizations to volunteer in meaningful ways that contribute to the partner organizations' mission. The program is modeled after the service learning project, Project Connect in Bellingham, Washington. The goal of these partnerships is embodied in the following statement by Delaine Eastin, California state superintendent of public instruction.

Service-learning places high expectations on our youth because they must deal with real community needs and issues. Service-learning allows young people to work with adults as equal partners striving to improve their communities. And service-learning calls on our youth to actively participate in learning and give back to society. Clearly this is a pedagogy that builds character, encourages a nurturing learning environment, is academically sound and civically engaging.

CTAS believes the most important community partnerships are those with parents and students in the community. Through the Accelerated Schools Process, CTAS has started identifying interested parents, teenagers and community members to become active participants in the planning of the school. Through focus groups and advisory groups, CTAS will engage the community in exploring and understanding local issues related to student dropout and discussing ways that the school can best meet the students' and community's needs. CTAS has been involved in attending and presenting information about the proposed school at various community gatherings. These efforts will be followed up in the fall with a series of focus groups and community meetings that will be held at Englewood Christian Church. At the focus groups, parents and students will discuss the school and give input into the Vision of the school -- how the CTAS Mission translates into a day-to-day learning community. Interested parents and students will be invited to become part of an advisory group that will give advice and feedback to the school and assist in outreach and student recruitment efforts. When students are enrolled at CTAS, this

⁸ Christine Foster, "Why Teach?" Stanford, September/October 2001, pp 50-56.

group will be invited to continue its involvement even if they or their children do not attend CTAS, through the School as A Whole (SAW) committee that is involved in ongoing research and policy recommendations to the school in areas related to refining the school's educational program. (See section IV C for a more detailed explanation of the SAW)

III. EDUCATIONAL SERVICES PROVIDED

A. Educational Philosophy

In addition to acquiring the academic skills needed to succeed in college, graduates of CTAS will have mastered a challenging academic program, developed critical thinking skills, mastered the ability to teach themselves, and become connected to the community. In short, they will have developed the skills to be successful in the workplaces of the twenty-first century. Furthermore, graduates will have been positive participants in the community through the service learning and enrichment programs and are likely to continue to contribute to the vibrancy and health of the community.

The research on accelerated schools indicates a positive relationship between the degree of implementation of the model, length of time using the instructional approach and student improvement on measures including standardized test scores in reading and math, a decline in referral to special education, and a reduction in student retention (students failing a grade). An explanation for why improvement occurs over time rather than immediately is that most schools using the model are existing schools, and that it takes time to change the internal culture of the school in terms of teaching methods, collaboration among faculty and between faculty and parents. There is also a time lag between the research and development of school improvement plans and their implementation. The Accelerated School in Los Angeles, a charter school that uses the ASP model, realized positive results in student performance almost immediately. Much research has also been conducted on the instructional effectiveness of the constructivist Powerful Learning methods used by accelerated schools. Attachment #2 discusses research related to Powerful Learning, and Attachment #3 discusses research on the ASP model.

CTAS aims not only to "recover and retain" potential dropouts, but also to re-engage students in their own education through a challenging and motivating school program. However, inherent in any program geared towards students who are at risk of dropout is the reality that the students entering the school are not likely to have a strong academic orientation and may not have the skills necessary to be successful in a college preparatory curriculum. CTAS's strategies to address the gap between the school's graduation goals and its students' incoming skills and dispositions will combine community involvement with sound educational practices. All programs will be guided by the following principles:

- Whole-School Partnership for Student Success
- High Expectations for Student Achievement
- Accommodation of Varied Skills
- Challenging Predispositions and Learned Responses to School Failure
- Connecting and Contributing to the Community

1) ***Whole-School Partnership for Student Success:*** Students will not feel isolated in their efforts to be successful in school. The whole school community -- teachers, staff, parents, and students -- must be involved in developing, delivering, evaluating and revising the school's programs based on student performance. All members of the school community will have a stake in each student's success.

Application to school program: Using the Accelerated Schools model, many of the policies about CTAS's programs, including curriculum and discipline, will be developed at the school level. Faculty, staff, students and parents will work in a partnership and share the responsibility for student learning.

2) ***High Expectations for Student Achievement:*** Students respond to schoolwork when appropriately challenged and engaged. Standards for learning must be high, and students must believe that the school/faculty/community believe they are capable of achieving at this level and that they are deserving of such an education. Following the assumption that all students can and will succeed, CTAS will provide a college preparatory curriculum to all students, along with the requisite support.

Application to school program: Instructional methods, such as Powerful Learning methods, will be used to make learning relevant and meaningful and will encourage students to be active rather than passive learners. Course work will be designed to constantly challenge students, as well as to foster an interest in "learning more." Because some students may not yet have the skills to fully benefit from some of the classes, the school will provide programs such as tutorials, peer tutoring and study groups.

3) ***Accommodation of Varied Skills:*** Students entering CTAS will have diverse levels of skills in reading and math, and many will have skills below grade level. Other students will be performing at grade level or will be far above grade level. CTAS will ensure that all students' academic needs are met, while providing equal educational opportunities for all students.

Application to school program: To meet the varied academic needs of students, some instruction will be individualized, including the reading and math "double dose" courses as well as possible advanced or independent, guided instruction in accelerated courses. Particular emphasis is placed on building the skills of those students performing below grade level in reading and math because these weaknesses are likely to hinder success in the academic core classes.

4) ***Challenging Predispositions and Learned Responses to School Failure:*** Students entering CTAS, because of its emphasis on dropout prevention, may have had negative experiences in school, and may have a low threshold for frustration and a predisposition for "giving up" or "rebellious." CTAS will help students adjust to the school setting and assist them in molding their self-images from ones of academic

failure to ones of academic self-assurance. CTAS school policies will be fair and responsive while maintaining high expectations for students.

Application to school program: CTAS's faculty will employ teaching strategies that are geared towards increasing academic achievement for all students, including under-achievers. CTAS will build a school culture around student involvement and academic success which that be fostered by smaller classes, longer class periods and positive teacher - student relationships. Some teachers may work with the same students over an extended period (e.g., over two class periods) to provide students with a consistent guidance approach.

5) *Connecting and Contributing to the Community.* The confidence of students rises when they are connected to their community rather than alienated from it. Meaningful service learning opportunities allow students to contribute to the community and feel valued by the community. Service learning projects that are integrated into the curriculum can strengthen student learning by increasing the relevance of course content, and deepening the understanding of concepts that are applied in the project.

Application to school program. Groups of students, paired with pre-service teachers and volunteers, will participate in on-going service learning projects. Following the Project Connect model, students brainstorm about issues facing the community, then research and plan service learning projects. Students record experiences and insights in journals while working in the community. Students then evaluate the success of the projects and create a presentation that highlights what was learned from the projects as a culminating activity. Guest speakers will be invited to discuss issues and help students understand the intricacies of local, state and national issues.

B. Academic Standards

The CTAS curriculum goals are based on the skills specified by the College Board for Advanced Placement Classes and supported by the Indiana Academic Standards. The curriculum is based on analysis of what the students need to know and be able to do in order to be successful in Advanced Placement (AP) courses. The Indiana Academic Standards will be used as ‘benchmarks’ at each grade level to demonstrate that students are making progress through a college preparatory curriculum. Textbook selection will be based on recommendations of the state adoption committee, review of College Board materials, and recommendations from selected schools with similar educational missions. The criteria for selecting textbooks include:

1. Rich academic content that is suitable to address the Indiana Academic Standards and that helps students prepare for AP level courses.
2. Culturally relevant material that presents content and concepts in meaningful ways or allows for application of knowledge to issues of interest to urban high school students.
3. Materials that are appropriate for accelerated teaching methods including the use of alternative assessment and the ability to individualize and adapt instruction based on students’ interest, aptitude and areas needing additional instruction.

At CTAS, textbooks will primarily serve as a resource for teachers and students and will be combined with other instructional materials that match the standards, such as on-line resources and materials developed by the New Standards Project, which is part of the America's Choice school reform model.

Example exit standards for mathematics, English/language arts, and social studies.

CTAS will use the Indiana Academic Standards as exit standards. Attachment # 5 is a description of the standards that are specified for each subject area: math, English/language arts, and social studies, including a set of specific exit standards in each area. Full descriptions, examples and documentation of the Indiana Academic Standards are available at: www.doe.state.in.us/standards/. The exit standards reflect the content and format of the Indiana Academic Standards. It should be noted that different panels of experts developed these standards, and thus the format of each set of standards is not uniform.

CTAS promotion policies. CTAS is committed to providing the same educational opportunities to all of its students. Courses will be heterogeneously grouped rather than tracked by ability. Students take accelerated courses based on meeting the academic standards and allowing for individualization of instruction. Opportunities for individualized or specialized courses may be made available to students who have completed the “double dose” course in reading and math. Struggling students will be given the opportunity to take an incomplete at the end of a semester if they have not yet met all of the course requirements. In this case students will receive additional instruction and support until they are able to successfully complete the course and earn credit towards graduation.

Grading and promotion policies will be determined by the executive committee of CTAS with input from faculty and parents, and will be approved by the Board of Directors. Because CTAS is a high school, progression/promotion is based on accumulated credits rather than an end of the year decision. The number of earned credits required to advance to the next grade level is based upon the core forty course and honor diploma requirements set forth by the Indiana State Department of Education, and on policies to be determined by the Executive Director, Program manager and approved by the Board. The policies will use the following guidelines:

- 1) Students will master course work before receiving credit. Mastery is necessary since advanced course work is often cumulative.
- 2) The school will provide resources to assist students who are struggling with course work, including provisions for tutorial assistance and making up missed coursework due to absences.
- 3) The goal of grading and promotion policies will be to insure that students advance through coursework, and grading policies will be instructive to both the teacher and the student in terms of determining areas of the coursework with which the student is struggling or has already mastered.

- 4) Students will be involved in the evaluation and the promotion process. Students will be aware of the academic standards to be met and the requirements for the quality of work necessary to succeed in each class.

C. Curriculum

The CTAS curriculum is being designed to prepare students for Advanced Placement (AP) courses by the end of 11th and 12th grades, with the Indiana Academic Standards incorporated at each grade level. Currently a curriculum design team is developing curriculum content guides for each core subject area in the 9th and 10th grades. See Attachment # 6 for a description of the curriculum design team. The team is using AP recommended materials, the Indiana Academic Standards, and existing high quality curriculum from recommended school's resources in the development of the curriculum content guides. Accompanying the guides will be recommended instructional strategies, text resources, and a professional development program designed to prepare and support teachers for refining and implementing classroom instruction.

At an accelerated school curriculum combines the content covered with sophisticated instructional delivery, using the Accelerated School Project's Powerful Learning methods. Thus the curriculum (as is traditionally defined) is tightly linked to curriculum content guides (what is to be covered and mastered), the instructional design at the classroom level, and an extensive professional development program that provides teachers with a broad instructional repertoire. In the summer of 2003, teachers will attend a summer institute lasting eight weeks -- six weeks of half-days, and two weeks full-time prior to the opening of the school. The summer training will focus on the accelerated schools process, powerful learning methods, classroom management skills for multi-tasking classrooms, and refinement of the curriculum accordingly. Thus the CTAS curriculum planning activities include developing curriculum content guides, identifying multiple instructional and assessment resources (texts, periodicals, electronic and on-line resources), and the preparation of the professional development program to build teacher capacity to implement the curriculum and instruction program.

The emphasis of the curriculum and instruction is to group and sequence standards, skills and content in ways that provide students with in-depth experiences and promote conceptual mastery of each discrete skill. To demonstrate mastery, students will be required to apply skills in completing specific tasks to ensure learning is deeper than is required by traditional recall assessments. The guides will include recommended performance assessments to be used throughout the instruction in the following ways: 1) pre-assessments to be used as both a diagnostic tool, and as a baseline measure of student performance; 2) on-going assessments that teachers will use throughout the instruction to gain information about student learning (what students have or have not grasped) in order to adjust instruction accordingly and to allow differentiation and/or individualization of instruction tailored to specific student

strengths and weaknesses; and 3) post assessments to indicate that students have met each standard and the curriculum goals.

The classroom instructional approach involves teachers acting as researchers while teaching. Ongoing assessments will indicate what students are learning, where they are struggling and why. This information will be used and compared to the analysis of what students need to be able to do in order to meet specific learning standards. Teachers will use multiple teaching methods to ensure student acquisition of skills – taking a “there are different ways to skin a cat” approach as opposed to “one-size fits all”. For example some students respond well to following math formulae; others need to develop spatial and fractional logic in order to understand why the formulae work before they can internalize and apply that learning to more advanced applications. Instructional units, covering sets of learning standards, will be organized around real world issues or applications or will provide experiential learning activities to build concrete understandings upon which more abstract concepts and skills can be built. These approaches increase the relevancy of classroom learning and promote the acquisition of higher level, critical thinking skills within and across the disciplines. The service learning and enrichment learning activities will be structured to relate to classroom instruction to encourage student application of knowledge in differing settings. See Attachment # 7 for two sample lessons.

The nature of the CTAS instructional approach allows teacher flexibility to individualize student assignments regarding specific student needs and current student performance. This flexibility allows student work to be adapted to meet special needs and language needs. The double dose individualized instruction time builds students’ skills in reading and math and may incorporate regular classroom work into the individualized studies in order to provide students with additional assistance in course work. In addition, weekly collaboration and in-class assistance by the Special Education and English as a Second Language (ESL) teachers will build classroom teachers’ capacity to meet each student’s academic needs.

Longer class sessions and teacher flexibility will allow for varied instructional activities to occur within the classroom. For example, the class may gather for a mini-lesson and then break into small groups with some students working independently. During this time students have defined instructional, independent tasks, and the teacher rotates through the classroom to facilitate the instructional activities. The teacher’s role during this time is to ensure that students understand and stay on task and to facilitate individual and group academic conversations about the instructional concepts. Some students may be involved in paired research or peer coaching, while others are developing a “teach the class” activity, and yet others are completing an applied problem-solving task. To facilitate these multiple activities, the teacher needs to be flexible and comfortable with a multi-tasking classroom. Strong classroom management skills are required to ensure that the classroom activities are productive and meaningful. To be successful, the teachers need instructional support. Throughout the day, the Program Manager will

provide classroom coaching and support. Daily teachers will collaborate with their grade-level team. Weekly teachers will participate in two-hour professional development sessions, which will be designed with direct input from the faculty. In addition, the English as a Second Language teacher and the Special Education teacher will be available for part of the day to team-teach, provide classroom support and consult directly with classroom teachers to ensure that the instructional needs of students of different abilities or linguistic challenges are being met at the high level expected for all students.

The ninth and tenth grade curriculum will be comprised of four core academic courses: language arts, mathematics, social studies, and science. The course sequence prepares graduates for college admissions standards. Because CTAS does not yet have a facility, it is not clear whether the school will be able to offer physical education to first year students in the fall of 2003. On the core subjects charts, PE is scheduled along with the social studies sequence, taking the place of a social studies course in either in the 9th or 11th grade – depending upon the access to a gym in 2003-04. P.E will be in the 9th grade once the school is in its permanent home. Ninth and tenth students, (all first year students) will also take individualized study in reading and math to strengthen their prerequisite academic skills. To ensure that all graduates are prepared for college level work, the high school course offerings at CTAS follow the Indiana Core 40 and will include AP courses. CTAS will encourage students to pursue honors diplomas which in turn should increase students' college admissions and financial scholarship opportunities. Primary courses are listed on the following page, and the full course offering of credits, following the Indiana Core 40 course list is included in Attachment #8.

CTAS Core Subjects 9-12

Language Arts

9th Grade	Composition 1	Language and Literature 9.1	Language and Literature 9.2
10th Grade	Language and Literature 10.1	Language and Literature 10.2	Speech
11th Grade	Language and Literature 11.1	Language and Literature 11.2	AP Language and Composition
12th Grade	AP Language and Literature	Elective	Elective

Total required credits: 10

Mathematics

9th Grade	Algebra 1	Algebra 2	Elective or Algebra 2b
10th Grade	Geometry 1	Geometry 2	Algebra 3
11th Grade	Algebra 4	Pre-Calculus 1	Pre-Calculus 2
12th Grade	<i>Calculus 1(recommended but not required)</i>	<i>Calculus 2(recommended but not required)</i>	<i>Elective</i>

Total required credits: 8

Possible earned credits: 11

Science & Health

9th Grade	Biology 1	Biology 2	Health
10th Grade	Chemistry 1	Chemistry 2	Specialized Chemistry (e.g., Physical Chemistry or Organic Chemistry)
11th Grade	Physics 1	Physics 2	AP (Chemistry or Physics) 1 <i>(recommended but not required)</i>
12th Grade	AP (Chemistry or Physics) 2 <i>(recommended but not required)</i>	Elective	Elective

Total required credits: 7

Possible earned credits: 9

Social Studies & Physical Education

9th Grade	PE	PE	Elective
10th Grade	World History 1 or	World History 2 or	Seminar: World History
11th Grade	U.S. History 1	U.S. History 2	Seminar: U.S. History
12th Grade	Government	Economics	Elective

Total required credits: 8

Additional Course offerings include 4 credits of a foreign Language and electives to be recommended by the School as A Whole Committee but that might include Technology, Sociology, Psychology.

D. Assessment

Student Assessment, and School Assessment are linked to the Educational Goals of CTAS. In the broadest terms the CTAS educational goals are that graduates will:

1. Perform at or above grade level in reading, writing and math and meet all state requirements for graduation including passing the Indiana GQE exam or qualifying for a waiver.
2. Have completed a college preparatory academic program and be qualified to secure admission to and perform satisfactorily in a four-year college.
3. Have acquired the skills and attitudes to become effective students, workers and citizens.

These goals have been turned into Student Performance Standards and School Performance Standards. The former specifies what signifies successful students, and lays out the student assessment plan. The latter specifies what signifies success at the school-level in terms of student outcomes.

Student Performance Standards:

1. Students will demonstrate progress towards raising their reading and math skills to grade level.

Description: Upon enrollment at CTAS, students will be pre-tested using a norm-referenced standardized test in reading and math, such as the Stanford Achievement Test. Students who test below grade level will be expected to raise their skill levels to "at or above" grade level according to the following guidelines: 1) Students who pre-test one grade level below their current grade level in reading and/or math will post-test at the end of the first academic year at or above grade level. 2) Students who pre-test more than one grade level below their current grade level in reading and/or math will make substantial progress towards increasing their skill levels within the first academic year, and will be performing at or above their current grade level at the completion of their second year. The post tests used will be different forms of the standardized test used for the pre-test.

2. Students will demonstrate satisfactory progress through academic coursework by maintaining a 2.0 grade point average (or equivalent).

Description: Students will perform in academic courses at a "C" level or higher to demonstrate mastery of requisite information in college preparatory courses. Because course curriculum will be based on the Indiana Academic Standards, the grades will reflect students' mastery of the state curricular standards. Student progress will be demonstrated through documentation of students' grades, copies of tests and scores, review of key exemplars in student portfolios, and teacher designed progress reports. Students struggling to maintain this level of performance will be offered various forms of academic support, such as tutorials and study groups, to help raise grades.

3. Annually, students will demonstrate progress on an individualized learning contract designed in partnership with teachers, parents and students. This learning contract will encompass student participation, service learning and enrichment goals linked to curricular areas, and students' personal education goals.

Description: In the development of the individualized learning contract, the teacher, student and parents will establish means for assessing progress at the end of each term. The individualized learning contract will be revised according to the end-of-term assessment meeting.

4. Upon completion of the CTAS curriculum, students will have met all state mandated graduation requirements including passing the GQE exam or qualifying for a waiver.

Description: Diagnostic assessments will be given to ninth graders to determine students' strengths and challenges regarding the skills tested in the 10th grade GQE exam. Teachers will plan individual instruction (to be incorporated in the double dose reading/math instruction) strengthening weaker skill areas. This individualized approach is geared towards increasing the students' pass rate on the 10th grade GQE. Students not passing the grade will continue to receive individualized instruction on specific skill areas and will take the exam at its next administration. To maximize effectiveness of the targeted instruction, student work in their regular classes will incorporate assignments that require students to apply and strengthen specific skills. CTAS is currently exploring available options for students that might have difficulty meeting the state requirements for qualifying for a waiver, including offering incompletes and additional instruction to assist students in passing classes at the level required for diplomas. This is a challenge facing all Indiana public high schools. CTAS will work with the greater education community to find solutions to the challenge for students who, despite their and the schools' best efforts, still struggle to meet state requirements for graduation.

School Performance Standards These standards consider the performance of the student body at CTAS. The assessment data will be gathered by the school, and reported annually to the Board of Directors, to the sponsor, and to the public. After the annual review of the School Performance Standards, the School as a Whole committee will use the accelerated schools Inquiry Process to refine programs as needed in order to ensure that the school is reaching its mission. In addition, a summary of student and school performance based on grades, attendance, progress on individual educational plans, and other criteria set forth by the Board, will be made available at the conclusion of each trimester. The school will participate, per statute, in the state-wide assessment system including administering the ISTEP exams., and reporting and reviewing attendance and disciplinary action rates and completion of core 40 diplomas.

The following include both the performance goal, and an internal goal used as indicators as to whether the standard is being met. The below standards refer to "maintaining enrollment" as meaning students who have been enrolled and have maintained attendance through at least 80% of the academic year.

1. On average, students will meet the graduated scale for raising test scores in reading and math, including performing at grade level no later than the second year of enrollment.

Internal goal: the school will strive to reach the level of 70% or more students meeting and exceeding this goal. Students not meeting this goal will demonstrate progress towards raising skills by closing the gap between their current grade level and their performance on the norm-referenced test.

2. On average, students maintaining enrollment each school year will successfully complete course requirements and maintain a minimum 2.0 Grade Point Average (GPA), or the equivalent, in academic courses.

Internal goal: the school will strive to ensure that, at a minimum, 70% of the students maintain a minimum 2.0 GPA, or the equivalent. Because some students may enter CTAS with poor academic preparation and lower self-expectations for class performance, the school differentiates between first, second and third/fourth year students when measuring this goal. The goal is to bridge any academic gaps and to strengthen academic performance. The school will expect 60% of first year students to meet this goal; 70% of second year students to meet this goal, and 80% of third and fourth year students to meet this goal. Because CTAS intends to prepare students to be successful in college courses, upper grade students should exceed the 2.0 GPA. Thus each trimester 70% of third and fourth year students should maintain a 3.0 GPA for each trimester.

3. Students graduating from the charter school who have been enrolled for at least three years, on average, will meet the state performance standards as measured by the ISTEP test scores.

Internal goal: the school will strive to ensure that at a minimum, all students, upon graduating, will pass the ISTEP tests, or qualify for state waivers for graduation. To measure progress on this goal over time CTAS will consider current Indianapolis Public School (IPS) pass rates as base-line performance, assuming that CTAS students draw from IPS and the students reflect the general composition of IPS. The 2003-04 CTAS 10th grade scores will also serve as base-line data, given that the testing occurs shortly after students are enrolled.

CTAS expects a minimum 10% increase in pass rates of the 10th graders taking the GQE in 2004-05 compared to the district and compared to the 2003-04 CTAS pass rates. Each subsequent year the pass rate for 10th graders will increase by 10% until a 70% pass rate for 10th graders is achieved and maintained.

4. The rate of enrollment and student promotion will exceed that of the local school district, as an indicator of both retaining students who might otherwise dropout, and ensuring student progress to graduation.

Internal goal: the school will strive to ensure that at least 70% of students will remain in school and will be promoted to the next grade.

5. The majority of the high school students completing all requirements will, upon graduation from CTAS, enroll in a post-secondary educational program.

Internal goal: the school will strive to ensure that at a minimum, 60% of graduates will enroll in post-secondary education. The school will provide follow-up with students after graduation and will strive to collect and analyze student enrollment and, if possible, performance data.

6. Students maintaining enrollment will, on average, meet the goals of their individual learning contracts.

Internal goal: the school will strive to ensure that at least 70% of students will meet or exceed the goals set forth in the individualized learning contracts.

Assessment, Review and Program Refinement CTAS will conduct regular review of student and school performance standards. Those student performance standards and school performance standards which are tied to academic progress per each trimester (i.e., demonstrating academic progress in core academic classes, and demonstrating progress on the individualized learning contracts) will be reviewed, analyzed and reported to the School as a Whole (SAW) committee and the Board of Directors at the first respective meetings at the conclusion of each trimester. Those standards related to annual progress, such as demonstration of grade-level skills or progress towards building grade level skills in reading, math and performance on the ISTEP tests, will be reviewed, analyzed and reported to the SAW committee and to the Board of Directors at the conclusion of the academic year. This information will be compiled into an annual report that will be made available to the public on-line and at the school, and will be submitted to the sponsor and to the State along with school improvement plans, in accordance with Public Law 221. At the end of the trimester reviews, and at the time of the annual review, both the School as a Whole and the Board of Directors will compare the current performance (of students, and of the school) to the goals stated in this charter. For any areas where the goals are not being met, a committee of the School as a Whole will conduct research including studying student work, interviewing students, teachers and families, and investigating possible strategies or changes to the school program that the school might adopt in order to improve the student and school performance. The work of these committees will lead to policy recommendations for consideration by the Board of Directors.

E. Support for Learning

CTAS will strive to create and maintain a school culture that is positive, based on respect for each other and for learning, and that holds high standards for student and faculty behavior. The faculty, in collaboration with parents and students, will develop the school's discipline policies following a process developed by the Safe and Responsive Schools project at Indiana University. The formal policies are subject to review and approval of the CTAS Board of Directors. See Attachment # 9 for information about the Safe and Responsive Schools project.

CTAS will seek parent and community involvement in all aspects of the school, from participating in the school's governance structure (through the SAW committee), to teacher-student-parent partnerships in the development and assessment of each student's individualized learning contract. In addition, parents will be encouraged to participate in the planning and implementation of the academic and enrichment programs offered by CTAS through a parent advisory group that will make recommendations to the Board of Directors. This process is described in Community Partnerships section II B. To ensure that CTAS is addressing the needs and concerns of parents, annual parent satisfaction surveys will be conducted as part of the school's annual evaluation report. This information in turn will become a part of CTAS's student outreach and recruitment materials. Additionally, parents

participating in the School as A Whole committee and in accelerated research groups (called Cadres) will be involved in on-going evaluation efforts related to student performance and school program.

Community Partnerships, as described in section I B, will be created in the following areas: 1) participation in policy implementation plans through advisory groups, 2) cooperative partnerships among community organizations that will extend each group's mission, 3) professional and educational training partnerships that focus on classroom-based action research and student learning, and 4) participation in enrichment and service learning programs.

F. Special Student Populations

Special Education At CTAS, Special Education is not a place; it is a set of services that are provided to students who need help participating in the general education curriculum. CTAS has a strong commitment to serving special education students and integrating them into the school community in every way possible.

A licensed special education educator will hold responsibility for documenting compliance with State and Federal Special Education regulations and policies, and coordinating the associated reporting. This educator will provide direct services to CTAS students, including direct classroom instruction for a portion of the school day (as needed by specific students) as well as team-teaching and providing collaborative assistance in classrooms where students with special needs have been mainstreamed. CTAS intends to work with the Indianapolis Charter Special Services cooperative, in order to extend the school's ability to fully address all educational needs of all students. Through the cooperative, the CTAS special education teacher will have the support and supervision to provide direct services to students, may contract with special education teachers at other cooperative schools to provide direct services, and may contract with outside providers for related services.

CTAS will follow all state and federal regulations regarding special education, with the goal that students with special needs be served in the least restrictive environment. The licensed special education professional along with the Director of Special Education of the cooperative, will be responsible for assessing (including obtaining all previous files and records) and tailoring a specific program to each special education student which will be specified in an Individual Education Plan (IEP). This includes integrating the student, as much as possible, in regular classroom instruction. The process involves ongoing evaluations, possible referrals to outside agencies that offer additional services, and contracts with specialists both on and offsite. A Special Needs team, which includes the licensed special education professional, parents, students, and other instructional staff, will meet regularly to plan and monitor activities and progress throughout the year.

Second-Language Learners Because the locale of the school has a growing English-as-a-Second-Language (ESL) population, the school will hire at least one faculty member with training and or experience in teaching second language learners. The school will provide varied services depending upon the needs of the student population that will include testing to determine language skills. A prerequisite of the testing methods will be that differentiation can be made between social English language skills (the ability to hold conversations in colloquial English) and cognitive reasoning in English language skills. Students needing ESL instruction will receive this during the individualized reading program. In addition, regular classroom teachers will meet weekly with the ESL teacher to discuss key concepts being covered in the class. The ESL teacher will provide for instruction on the concepts in the primary language as well as in English to reinforce both academic learning and the acquisition of cognitive reasoning in English. The school also will work with local universities and community organizations to identify and recruit volunteer tutors to assist second language learners in classrooms and in the enrichment program.

G. School Characteristics

CTAS will have an extended year, extended day program. The calendar year will include three terms (trimesters) of thirteen weeks each for a total of 195 days that the school will be in session. The CTAS school calendar is included at the end of this section. The proposed school day is from 8:00 a.m. to 5:00 p.m. Core academic courses will be ninety-minutes long, with individualized study in reading and math, with sixty-minutes individualized reading and math sessions. These sixty-minute sessions will be replaced with additional course offerings including at least four trimesters of a foreign language. Additional course offerings will be recommended by the SAW. These courses will enable students to meet the Indiana Core 40 course program. One day a week there will be an alternative schedule that will include civics workshops and guest speakers on community, local, state and national issues. In the afternoon students will participate in enrichment, research and service learning projects that are linked to the core academic program (for an explanation of the SAW see section IV C).

A day in the life at CTAS– regular class day

Before the day begins - Students who arrive early either go to their first period classroom or to the auditorium. In classrooms, students may get a head start on their work, do research, or read newspapers or magazines. Students who want to gather and socialize do so in the auditorium, before the morning assembly. Students and faculty gather for a daily assembly at the beginning of the school day. At each assembly, one student's accomplishments are highlighted, announcements are made, and a student selected "quote of the day" is read to set the tone for the day.

The school day – Students attend four ninety-minute core courses (math, English/language arts, social studies and science) and one sixty-minute section of individualized study in reading, math or accelerated course work. During the core classes, the instructional activities vary frequently. Time for individual work, small group discussions and student projects will be interspersed with whole-class instruction and discussion. Whole group instruction will be centered on “academic conversations” and building student understanding, rather than traditional lectures focusing on coverage of content. Between classes, students are given short breaks to allow them to prepare for their next class and allow for some socializing.

Individualized study - The individualized courses allow for building skills in reading/math for students with weak academic skills. For those students with grade-level or higher skills, the courses will focus on strengthening skills and building academic independence. In the second year, CTAS will begin offering additional courses at this time for students whose skills are at or above grade level. CTAS may offer independent study courses as a way for expanding the class offerings to students. These classes would be similar to those offered through various distance-learning programs such as the Indiana University High School Diploma Program.

Culminating Activities - At the end of the day CTAS will offer culminating activities where students can participate in tutorials, academic projects or enrichment activities depending upon each student’s needs and interests. Some of these activities may be led by volunteers and college students who coordinate these activities with classroom teachers.

A day in the life of a CTAS student – enrichment program day

Before the day begins – The day begins in the same way as regular days, but with an extended assembly. Extended assemblies include student-designed and student led community-building activities that may involve a physical activity, or student presentations.

Civics workshops – Student groups led by pre-service teachers, other education related pre-service professionals or volunteers participate in workshops related to civic involvement, current events, and local, state or national political issues. Workshops are designed to deepen students’ understanding of complex issues and to increase students’ awareness of their role as citizens in the political process.

Guest Lectures – Students attend lectures by local experts on issues related to various students’ service learning projects, or on civics issues that are relevant to students. The lectures include a presentation and a question and answer session. Students will learn how to be active listeners and confident questioners.

Service learning Projects – Across each term, students will be involved in either a service learning project or in an enrichment project. The service learning projects involve groups of students and

pre-service teachers, volunteers, and classroom teachers working together to study a community issue, and a local organization that addresses that issue. The groups plan and implement specific volunteer activities, and prepare and give a final presentation that reflects what was learned through the service learning experience.

Enrichment Projects – Enrichment projects, that provide exploration in various arts, are conducted across each trimester and may include a single enrichment project or a series of coordinated shorter activities. Groups of students and classroom teachers are paired with pre-service teachers, and volunteers who have unique expertise in the arts. Projects combine academic research related to subjects covered in one or more of their regular courses, with hands-on arts experiences. Enrichment projects may include production of media or visual arts materials, participation in dramatic arts, explorations in music or other arts related activities.

CTAS Calendar 2003-04 Academic Year

Teaching Faculty

July 1	Begin Teacher Professional Development Institute (half days)
July 3-4	Fourth of July Break
August 22	Last day of Professional Development Institute

Students

August 25, 26	Half Days – Entrance Testing (Reading and Math)
August 27	First Day of First Trimester
September 1	Labor Day (No School)
November 26	Last day of First Trimester
November 27-28	Thanksgiving Break (No School)
December 1	First day of Second Trimester
December 23- January 2	Christmas/New Years Break (No School)
January 19	Martin Luther King Jr. Birthday (No School)
February 16	Presidents Day (No School)
March 12	Last Day of Second Trimester
March 15-19	Spring Break (No School)
March 22	First Day of Third Trimester
April 9-12	Easter Break (No School)
May 31	Memorial Day (No School)
June 23	Last Day of Third Trimester

Additional Information:

Parent/Teacher Conferences are scheduled throughout the year on Wednesdays, and during the after school programs.

Make up days for snow days will be made by changing an enrichment day to a regular class day.

CTAS Board Meetings are scheduled for the second Thursday of each month.

School as A Whole Committee Meetings will be held once a month, after school. The schedule will be set by the School as A Whole Committee.

IV. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. Enrollment/Demand

Enrollment: CTAS will open in 2003-04 with 160 students – eighty ninth graders and eighty tenth graders. Each year a new freshman class will enter until the school has grades 9-12 in the 2005-06 school year with an enrollment of 320 students. In future years, freshman class sizes may vary slightly to balance attrition at upper grades and maintain the enrollment size.

The proposed school size (enrollment number) was determined by balancing two competing goals of the school. First is creating a small school environment which fosters a learning community atmosphere and engenders stronger relationships between and among students and faculty. The second is gaining the economy of scale to staff the school in a way that allows teachers to meet the instructional challenge presented in providing accelerated learning to all students. CTAS teachers will be focused on a single subject at a single grade (e.g., algebra or 9th grade English) rather than teaching multiple subjects. This will allow teachers to concentrate on honing their ability to tailor instruction to individual classes and students, and devote planning time towards developing multiple activities in a single area rather than needing to create lesson plans for a number of different courses. CTAS builds in a great deal of instructional support to students and teachers. A program manager will provide weekly professional development activities, classroom support (coaching, team teaching, etc.), and assistance with developing and using assessments as instructional tools. A full time special educator and a bilingual educator will devote part of each day collaborating and team teaching with classroom teachers – providing both direct services to students and increasing teacher capacity to meet all students' needs. The school enrollment size was determined to ensure that there was enough economy of scale to afford these instructional supports.

Demand: CTAS founding board members have been speaking with parents and community organizations in the proposed CTAS area. Efforts have included speaking at forums and meetings, and direct contact with interested parents identified through community groups. We have spoken with parents of students who are currently having difficulty in school, as well as parents of students who are currently successful in their school. These contacts have given an indication of a genuine community interest in the proposed CTAS program. These informational efforts will continue and will transition into recruitment efforts throughout this current year.

This spring and summer, a committee of the Board of Directors has developed an outreach/needs assessment strategy to identify and quantify the level of demand for CTAS within the community. The

information gathered will be used to refine CTAS's marketing and recruitment plans to ensure that CTAS meets its targeted enrollment numbers. The efforts will transition into student recruitment activities in the winter and spring of 2003.

This summer, CTAS is undertaking several efforts to introduce the school to the community and to measure the demand for CTAS. Board members have participated in two community fairs including the Neighborhood Fest at Brookside Park. At these events, community members, parents and students received information about CTAS and were asked to give feedback in one of several ways including offering descriptions of the "ideal" high school and completing a survey measuring interest in aspects of the school's proposed instructional approach. This information, a small sample from the community, provides initial feedback about the nature of the interest in CTAS and what is most important to parents and students. Of greatest interest to parents were:

- | | |
|------------------------------------|-------------------------------------|
| * Learning is challenging | * Learning is a team effort |
| * Students learn 'how' to learn | between students and teachers |
| * Students have input into school | * Students graduate with the skills |
| policies that affect them directly | necessary to go onto college |

Of greatest interest to students were:

- | | |
|--|------------------------------------|
| * Learning includes opportunities to participate | * Learning is a team effort |
| in the community | between students and teachers |
| * Students opinions and ideas matter | * Students have input into school |
| * Students graduate with the skills | policies that affect them directly |
| necessary to go onto college | |

A sample of the statements given describing the ideal school include:

- | | | |
|--|-------------------------|---------------------------------|
| * No violence | * Individual attention | * Patience and determination |
| * Willingness to work together | * Focus on the future | * More 1:1 time with students |
| * Parent involvement | * More group activities | * A "cool" learning environment |
| * More open discussions in classrooms | | * Guarantee to college |
| * Help students learn to think using various methods | | |

CTAS is placing advertisements in several local papers including the Indianapolis Recorder, The Eastside Herald, and La Ola Latina-Americana to introduce CTAS to the community and to announce door to door canvassing by CTAS in the Near Eastside. A canvassing effort will start on August 10, in cooperation with the Indianapolis Chapter of the Black Alliance for Education Options. The canvassing on the Near Eastside will introduce residents, parents and students to CTAS. It will allow the school to gauge community interest and support, and help identify individuals to participate in focus groups scheduled for the fall of 2003. CTAS also plans to schedule spots on local radio station to reach additional parents and community members.

Enrollment/Recruitment Plans: CTAS is identifying parents, potential students, and recent high school graduates who express an interest in becoming involved in the planning of the CTAS programs through participation in focus groups and possibly serving on the parent or the student advisory groups. These groups will be formed this fall of 2002. The groups will serve several purposes. First, they will provide feedback and recommendations on policy related to curriculum, discipline, and family involvement. In this role, the advisory groups will ensure that the policies and school programs address the community's needs and reflect the school's mission. Second, involved individuals will become spokespersons for the school within the community. The advisory groups will be encouraged to promote the vision and mission of CTAS informally through conversations with friends and neighbors, and formally through presentations to existing parent, student and community groups. Third, they will identify other individuals and organizations that might forward the mission and vision of CTAS. Fourth, they will assist in the refinement and implementation of student recruitment/enrollment plans.

The CTAS student recruitment efforts, consistent with the school's mission, will emphasize reaching parents and students that traditionally exercise little "voice" in school policies or in advocating for their children/themselves. These families and students are often less involved in school extracurricular activities, and less likely to participate in selective school programs such as magnet programs. These families may be only minimally involved in their children's schools. While the reasons for low-involvement vary, CTAS recognizes that whatever the reason, the low-involvement suggests a particular challenge in reaching these parents. CTAS also will seek families and students that are already having difficulty in school in terms of absenteeism, disciplinary issues and previous academic failure. To reach these families, CTAS will continue its outreach efforts including canvassing, networking with local groups that serve families, such as social service organizations, churches, and the criminal justice system. These efforts will be expanded beyond the proposed locale of the school in order to reach students and families who may live outside of the area but who would benefit from enrollment in CTAS.

Enrollment Policies: While CTAS's target population is students who are at-risk of academic failure and/or school dropout, the school is open to all students who choose to enroll. Admissions priority will be given to students who respond by submitting timely applications. If the number of applications exceeds the capacity of the school, a lottery will be used to determine admissions. Future openings will be filled by a lottery of those students not currently enrolled in CTAS but on a waiting list. Admissions will be limited to the grades of pupils served as described in the projected enrollment section of this application. CTAS acknowledges its right, per statute, to give enrollment preference to siblings of students already attending CTAS, and to children of parents employed by the school. Admissions will not be restricted based upon race, ethnicity, national origin, disability, gender, income level, proficiency of English, or athletic ability. Because a location for the school has not yet been determined, it is unclear whether or not the school will be subject to standing desegregation plans. When the school's location is

determined, if necessary, the school will establish a plan to address and follow all specifications of any standing desegregation plans.

B. Human Resources

Faculty and staffing includes an Executive Director, a Program Manager, a Lead Teacher at each grade level, Teachers, a Social Worker, an Administrative Assistant, and an Enrichment Coordinator. The level of staffing for each year is reflected in the budget narrative in section IV E. There are five teaching positions, including four core academic positions, hired for each grade level served. The fifth teaching position allows for specialized teachers including those providing special student services. The “fifth” positions hired for the first academic year include a certified special education teacher, and a teacher with training and experience with English-as-a-Second-Language. At each grade level, one of the teaching positions will be a Lead Teacher, who will have some responsibilities for teacher supervision and professional development in addition to classroom responsibility.

The school week includes four traditional days and one special programs day. The traditional day for a teacher will involve four ninety-minute classes. Each class will cover the same content material for all students at that grade (e.g., ninth grade English/language arts). Each teacher will have one sixty-minute prep period, while students take individualized courses in English and Math. At the conclusion of each day, teachers will have conference time to collaborate with educational specialists (e.g., the special education teacher), the enrichment coordinator, and other teachers or parents. In the morning on Wednesdays, teachers will participate in professional development activities while students attend civics workshops and guest lectures. On Wednesday afternoons, teachers will supervise students, volunteers and college students in inquiry-based service learning and enrichment projects.

Qualified teachers for CTAS will hold at least a bachelor’s degree in education or in the subject area to be taught. Teachers will hold a valid Indiana teachers license, or will be in the process of earning an Indiana teachers license through a “Transition to Teaching” credential program according to the Indiana Charter School Legislation. CTAS is looking for teachers with experience teaching urban adolescents or experience working in an educational program serving urban adolescents. These teachers should share the belief that all students can benefit from and succeed in an accelerated, community-based program. In addition to subject area qualifications, CTAS seeks several attributes that relate to the development of a school-wide learning community: 1) The use of innovative teaching methods including constructivist practices. 2) The use of self-reflection as a means for improving classroom instruction and student performance. 3) A willingness to work collaboratively with other teachers in planning classroom activities and in evaluating both student and teacher performance. 4) A commitment to life-long learning

that includes studying and learning from one's students. 5) A commitment to finding ways to help all students be successful with the school's educational programs.

Because not all teachers will have fully developed these attributes, professional development is an extremely critical component of the school. Faculty will participate in an extensive training and curriculum refinement program in the summer before the 2003-04 school year. The summer training will include the Accelerated Schools Process, Powerful Learning instructional methods, use and design of alternative assessments, and classroom management for a "multi-tasking" classroom, and time set aside for collaborative curriculum refinement and lesson planning. Throughout the school year, teachers will participate in weekly professional development sessions (two hours a week). In addition, the program manager will provide classroom support as an accelerated schools coach including classroom coaching and team teaching.

A staff evaluation system will be designed with input from the faculty and approved by the Board of Directors. The evaluation goals and methods will be guided by the following principles: 1) Classroom teachers' practices should reflect the CTAS educational mission. 2) The evaluation system must be geared towards promoting professional growth. 3) The evaluation system should include methods for developing recommendations for action in cases where a professional's practices are determined to have a negative impact upon the CTAS education method.

CTAS strives to offer its faculty competitive salaries and benefits including health and dental, retirement benefits, and liability insurance. These costs are detailed in the budget narrative in section IV E. The Board is also exploring various incentive plans, including the Teacher Advancement Program (TAP) for faculty who reach specified education goals. This program would provide faculty with professional and financial advancement opportunities.

CTAS will recruit teachers from a variety of sources. The founding board will use connections at local universities to identify current and former students who would thrive at CTAS. The school will also use mailing lists and/or newsletters through the local and regional colleges and universities to send out job postings and a description of the unique teaching opportunity at CTAS.

The Internet will be used as a recruiting tool by postings on job boards, participation in listservs, and postings on education-related web sites. CTAS will also contact existing accelerated middle schools through the Accelerated Schools network of Satellite Centers (often located at Schools of Education) and related teacher training programs that work with teachers certified at the middle and high school level to announce the teaching positions available at CTAS.

More traditional approaches, such as newspaper advertising, will be used. There will also be a concerted effort to enlist community groups and alternative educators in the Near Eastside community to identify potential teachers. This "word of mouth" approach will be particularly important in attracting

educators who have a strong connection to the community. Indeed, Board members have already had several informal inquiries into future teaching positions at CTAS.

C. Governance and Management

CTAS will operate under the nonprofit organization Charter for Accelerated Learning, (dba) Charles A. Tindley Accelerated School. Attachments #10 and #11 are copies of the Articles of Incorporation and the By-Laws. Charter for Accelerated Learning has been incorporated as a non-profit organization in the state of Indiana. In April 2002 CTAS filed an application with the IRS to secure 501(c)(3) status with the IRS. Attachment #12 is a letter of receipt from the IRS indicating that the school is currently under review for 501(c)(3). Documentation of IRS approval will be forwarded to the Mayor's Office upon its receipt.

School Governance Plan: The CTAS founding/Start-Up Board, as recently expanded, will transition into the CTAS Governing Board upon the school's opening in August 2003. The distinction between the boards are the terms of service (as specified in the by-laws) and the specific activities and responsibilities associated with the start-up phase of the school compared to ongoing governance of the school. The legal responsibilities remain the same. In this document, the term "Board of Directors" is used to refer to both the Start Up Board, and the Governing Board, distinguished by the task. For example, pre-opening activities such as hiring staff, approving contracts, and securing facilities financing are Start-Up Board responsibilities, while ongoing oversight over educational and fiduciary policies are responsibilities of the Governing Board. Policies and decisions will be made by the Board in accordance with the by-laws.

CTAS will be governed by the Board of Directors with a structure of officers, by-laws, and the delegation of management to an executive director, a program manager and staff. A clear distinction will be drawn between the governance work of the Board of Directors and the administrative/management work of the paid staff. The Board of Directors is responsible for the policy governing the school. Each board member has a personal fiduciary duty to foster and protect the long-term well being of the school. The Board is responsible for addressing major matters including setting CTAS general operating policies and overall educational program policies, approving and monitoring the annual budget and financial procedures, fund-raising, hiring and evaluating the Executive Director and Program Manager.

The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Executive Director and staff are responsible for operating CTAS consistent with Board policy. Where appropriate, the Executive Director will delegate specific responsibilities to other administrators, teachers, and students.

The Board of Directors will create and enlist the support of a School as a Whole (SAW) committee comprised of parents, students, faculty and community members. The SAW will participate in ongoing review of student performance data, and will make policy recommendations to the Board on issues related to student performance and the school's educational program. The SAW will follow the Accelerated Schools Process (ASP) inquiry method for systematically collecting and analyzing data to be used to formulate school improvement plans. This role is consistent with requirements for school improvement plans as part of Public Law 221.

Ongoing board development activities, facilitated by SchoolStart, will build the Board's capacity to open and run a school including establishing guidelines for policy making, providing school financial and educational oversight, understanding and fulfilling the Board's legal obligation to the school, the sponsor and the state of Indiana.

CTAS does not expect Board member turnover in the transition from the Start Up Board to the Governing Board. If a Board member were hired for a position at the school, they would have to resign from the Board. To ensure continuity in Board composition, members resigning from or transitioning off the Board (at the end of a term) will be replaced by the following process which is consistent with the CTAS By-Laws. As was done when expanding the founding board to the Start Up Board, the Board will conduct an analysis of current Board composition compared to requisite skills and experience to identify the desired qualifications of the new board member. A nominating committee will be formed to recruit, interview and make recommendations to the Board. New board members will be elected by the majority of the Board of Directors. The governance committee of the Board will work with new members to provide board development. According to the CTAS By-Laws, members of the Board of Directors will serve specified terms with an annual rotation of approximately one third of the Board. At least one Board member will be a parent of a student currently enrolled at CTAS.

Summary of Organizational Roles and Responsibilities

Board. The Board of Directors will be responsible for ensuring that the mission and the vision of the school is maintained and that staff members work in steady pursuit of that vision. In addition to their specified responsibilities, the Board may hire consultants, legal and financial professionals, and outside services from time to time to ensure that these responsibilities are met. The Board's roles and responsibilities will include setting curricular, budget, human resource and general school policies; hiring and evaluating the Executive Director and Program Manager; strategic planning -- including for long term financial and facilities needs; overseeing the reporting to Sponsor and State of all required school information about academic programs, performances, and financial reports.

Executive Director. The Executive Director will be empowered by the Board to carry out its policies and manage the day-to-day running of CTAS. Key responsibilities will include executing board policies; ensuring that the school program is providing the services and programs set forth by the Charter, hiring, managing and evaluating staff; proposing and monitoring budgets, overseeing regular audits and financial reporting; reporting on CTAS activities and performance to the Board, sponsor, state and key stakeholders; overseeing all aspects of maintaining the CTAS facility; soliciting bids, and negotiating and finalizing contracts with vendors.

Criteria for Choosing the Executive Director The single most important factor in determining the success of CTAS will be the hiring of an executive director who is an extraordinary school leader. The Executive Director must have skills in strategic planning and organizational development, budgetary management experience; knowledge of board governance; demonstrated fundraising/entrepreneurial skills; a strong interest in educational reform and a commitment to quality education. This person must also have experience building collaborations within the community. The Board's personnel committee conducted an extensive search to find superior candidates for this position and now has identified an Executive Director for the school. Upon finalizing the relationship between the candidate and the school, Leadership Information will be forwarded to the Mayor's Office.

Program Manager. The program manager will report to the Executive Director and will have the responsibility over the educational program of CTAS. Key responsibilities will include developing curricular and instructional materials for core academic classes; facilitating evaluation activities and preparing school evaluation reports; designing, coordinating and implementing professional development activities; assisting the Executive Director with teacher supervision and evaluation; providing or supervising the coaching and facilitation to the school on using the Accelerated Schools Process in classrooms and as a vehicle for continuous school improvement.

School as a Whole Committee. CTAS will follow the site-based management governance structure of the Accelerated Schools Model. This involves the whole school in an inquiry and data-based decision making process on issues related to the educational programs of CTAS. Accordingly, a School As a Whole (SAW) committee, including faculty and staff, parents, students, members of the Board of Directors, and interested community members, will be formed. The SAW will continuously collect and analyze data on student and school performance and engage in strategic planning to ensure that the mission of the school is being carried out. The SAW works in an advisory capacity to the Board of Directors. All decisions made by the SAW follow these guidelines: 1) decisions will be based on data collected about the school; 2) research will be conducted on multiple possible strategies for addressing specific issues to ensure that the most sound decision is made; 3) the SAW will set a level of consensus to

be met (e.g., 70% of participants) for decisions, and voting in favor of a plan equals an agreement of the SAW to take responsibility to implement the plan.

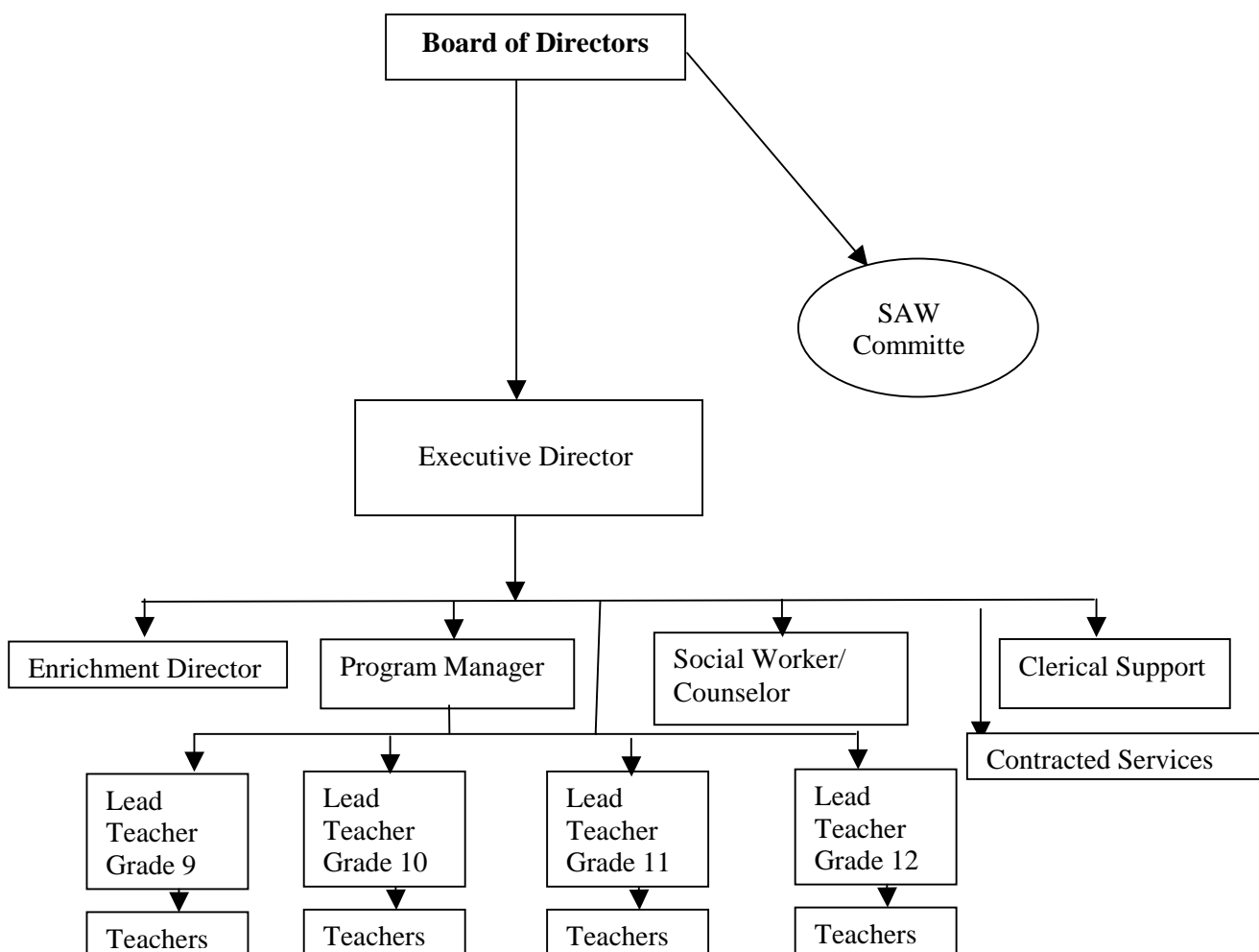
Planned Partnership with SchoolStart. The Charles A. Tindley Accelerated School will contract with SchoolStart and SchoolStart Indiana for start-up support and coaching during the planning and first operational year. SchoolStart is a Minnesota-based nonprofit organization with experience helping to launch several successful Minnesota charter schools; SchoolStart Indiana is a nonprofit organization located in Indianapolis. CTAS is currently negotiating a contract with SchoolStart for specific services. This contract should be finalized in September. A copy of the finalized contract will be provided to the Mayor of Indianapolis. The proposed contract would cover a sixteen-month period from fall of 2002 to winter of 2003, with the option to extend for specific services. The primary areas of assistance will focus on fundraising, finance, development of documentation/reporting systems for required reports to the sponsor, and to the state. Other areas of service are being discussed. SchoolStart will work with CTAS on a fee-for-service basis, after a contracting process with the Board and legal counsel. SchoolStart recently received a major grant from the Walton Family Foundation to help subsidize the cost of SchoolStart's work with at least 22 charter schools over the next four years. See Attachment #13 for letter from SchoolStart.

Roles and Responsibilities: curriculum, personnel decisions, budget allocation, and vendor selection.

	Board of Directors	School as a Whole Committee	Executive Director	Program Manager
Curriculum	Reviews to ensure Curriculum Policies remain faithful to the CTAS mission	Conducts review of student performance data to identify area needing program refinement. Researches and makes policy recommendations to the Board	Executes curriculum policy and provides oversight for classroom implementation in collaboration with Program Director, SAW and teaching staff	Develops and selects curriculum materials. Conducts Evaluation in collaboration with SAW. Coordinates professional development related to the curriculum
Personnel Decisions	Develops personnel policies. Hires and supervises the Executive Director.		Hires and supervises staff. Executes personnel policies.	Assists the Executive Director in hiring and supervision of teaching staff.
Budget Allocation	Formulates and approves annual budgets with substantial input from the Executive Director and the SAW. Sets budget policies. Develops and implements long-range financial and facilities planning.	Makes budget recommendations to the Board related to student program.	Determines how funds are spent in budget categories that are necessary for day-to-day operations, according to Board budget policies.	Makes budget recommendations to the Executive Director and the Board related to the educational program and Accelerated Schools program.

Budget Allocation (cont'd.)	Board of Directors Contracts with outside service provider for book-keeping services, monthly accounting and annual audit to ensure compliance with state financial procedures.	School as a Whole Committee	Executive Director Prepares financial reports that can be compared to the charter contract, budget and projected activities. Prepares budget and presents to full board with backup information.	Program Manager
Vendor Selection	Develops policies for ensuring that vendors are selected that provide the highest quality service at the lowest possible price. Ensures that policies require multiple bids solicited for each job requiring the use of a vendor, that serious efforts are made to solicit bids from local vendors who reflect the diversity of the community served, and that proper background and reference checks are done to insure quality.		Responsible for soliciting bids, reviewing and negotiating terms according to Board policy, and entering into contracts with vendors..	Assists the Executive Director on review of vendors' products associated with the educational program (e.g., texts, instructional technology)

ORGANIZATIONAL CHART



D. Financial Management

The CTAS Finance and Development Committee is currently refining the school's business plan which includes identifying and targeting resources for three distinct phases: planning (summer 2002 – winter 2003), Start-Up (Spring 2003 – Summer 2003), and initial operating years (2003-04 through 2007-08 school years). The committee is focused on four types of revenue/funding sources: private and public grants, private donations, financing through financial institutions, and public (local/state/federal) per pupil funding and categorical funding. The financial planning and budget policies are crucial to CTAS's success.

The Executive Director will be responsible for managing the school's finances in accordance with the Board-approved budget. The director will be responsible for securing Board approval for expenditures such as hiring and major purchases. The Board will appoint a finance committee to monitor fiscal policies

and expenditures on behalf of the Board and to facilitate communication and decision-making with the Executive Director.

The Executive Director will manage the school's cash flow, negotiate with vendors, and work with the accountant to prepare monthly financial reports for the Board, and prepare regular reports for the sponsor and the state. Below is a description of specific Board policies related to financial management, and a table that delineates the roles and responsibilities of the Board, the Finance Committee and the Executive Director.

Fiscal Controls and Financial Management Policies: The Board will hire an accountant to work with the Executive Director. The accountant will set up fiscal controls to insure that GAAP principles are used and that all annual state and federal returns are filed. Strict controls will be set up by the Board and the accountant to insure that spending is in accordance with the budget and that controls, such as double signatures on checks, are in place. The Board will hire a vendor to administer payroll and the employee benefits package.

Annual Budget Development Process: The annual budget development process will be led by the Executive Director in close coordination with the business manager and the School as a Whole committee (SAW). The process will focus on CTAS priority areas as determined by the Board. Throughout the process, the finance committee will be updated and consulted.

At the end of the budget development process, the Executive Director will present a proposed budget to the finance committee for review. The finance committee will work with the Executive Director to address any issues of concern. Once the finance committee approves the proposed budget, it will be presented to the Board for ratification.

Fund-Raising Efforts: The Board will take primary responsibility for developing a fundraising plan in consultation with the Executive Director. The efforts will focus on identifying and securing a combination of public and private funding, with an emphasis on private funding. Currently the Finance/Development Committee is refining CTAS's fundraising strategy. The committee has reviewed the budget to determine exact needs and the timing of those needs (e.g., costs associated with planning, start-up, and operations). The committee has identified local and state foundations and their primary funding initiatives to look for areas that overlap with the CTAS mission and programs. The committee is also reviewing national foundations that support charter schools (e.g., the Walton Family Foundation), small school initiatives (e.g., Gates Foundation), and school/community-based programs such as service learning, workforce development and developing student civic leadership.

The committee, and Board, also plans to raise money from individuals and local corporations that have an interest in the following areas: innovative educational programs, addressing the challenge of school dropout, and/or community development in the Near Eastside. This effort will begin with a scheduled presentation to the Indianapolis Chamber of Commerce members that will introduce CTAS and ask for assistance in identifying and approaching individuals and corporations who might be interested in becoming involved with CTAS through small or mid-sized contributions.

The education committee and Executive Director, this August, are reviewing the start-up budget to find components of the budget that could be itemized and donated such as student technology, classroom furniture, student assessment materials or the summer professional development program. These itemized areas would allow interested donors to make a concrete contribution tied to specific aspects of CTAS.

Unfortunately, CTAS has found several challenges to fundraising that are being addressed strategically. First, most foundations and individuals are hesitant to donate to CTAS until a charter has been granted. For the short-term, this August CTAS will apply for a modest planning grant through the Walton Family Foundation that would cover costs accrued in this phase of the planning period. A second challenge is the slowdown in the economy and recent declines in the stock market. This has shifted the fundraising strategy from identifying a few larger donors to targeting a larger number of smaller donations.

The largest single expense in the start-up phase is the expected costs related to renovating, or “building-out” a facility. CTAS is working with the Local Initiative Support Corporation (LISC) to identify financing options and services that would assist with this challenge, including acquiring reasonable financing for facility renovations, negotiating advantageous lease agreements, and securing a revolving credit loan that could help with initial cash-flow issues.

CTAS Financial Roles and Responsibilities

Board’s Role	Finance Committee’s Role	Executive Director’s Role
Approves a budget that reflects CTAS goals and board policies	Revises budget as needed and makes recommendations.	Prepares the budget and presents it to the Finance Committee or full board with backup information.
Approves the format and frequency of financial and programmatic reports.	Recommends format for financial and programmatic summary reports for board approval.	Makes recommendations for financial and programmatic reports to the board; assures reports include information required by charter contract.
Reviews monthly or quarterly financial statements.	Reviews monthly financial statements with Executive Director and/or CPA.	Monitors income and expenses on a daily basis. Prepares financial and educational program reports that can be compared to the charter school contract, budget and projected activities.

Board's Role	Finance Committee's Role	Executive Director's Role
Ensures adequate financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the charter contract.	Reviews accounting and control policies and makes recommendations for changes and improvements.	Raises policy issues and provides information for standard accounting policy decisions. Carries out policies established by the CTAS board.
Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with Executive Director and auditor.	Provides information and offers recommendations to Finance Committee. If necessary, responds to the audit firm's management letter.
Approves CTAS investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.	Provides additional information and financial analysis if needed.
Is well-informed about CTAS finances.	Coordinates board training on financial matters. Acts as liaison between full board and the executive director on financial matters.	Provides training and information as requested.

E. Budget

The five year projected budget includes the planning and implementation year phase from chartering until opening (fall 2002 - summer 2003). The CTAS budget year runs July – June. Thus, some costs associated with the school's startup, such as acquisition of instructional materials, occur in the first operating fiscal year (2003-04). Following the budget is a narrative detailing revenue and expenditure assumptions. Because the school is scaling up to size, CTAS opens with two grades (ninth and tenth) and will add one grade in the second and in the third year. This affects budget projections in several ways. Some calculations are based on the number of students served and will increase proportionally to the increased student population. Other calculations related to initial expenditures, such as furniture and some equipment, will reflect the number of newly enrolled students rather than the total number of students.

The Board recognizes that contingency plans are needed in case of several scenarios: enrollment numbers do not meet projections; unforeseen costs occur that were not in the original budget, or costs exceed projections such as additional special education or transportation needs. As with any private school or public district, CTAS must prioritize areas that could be scaled back in order to meet any financial shortfalls in order to ensure that the school can open and operate successfully, and still address all requisite student needs. In this event, areas that could be scaled back include costs associated with the Wednesday program (transportation and expenses, under "Field Trips" in the budget). The school could also cut back on the amount of initial instructional technology (e.g., classroom computers, related software and internet access, vcrs, and overhead projectors.) The Board will continue to explore alternative, contingency budget options.

Charles A. Tindley Accelerated School – Five Year Operating Budget

	Pre-Opening; approval to opening	Fiscal Year 2003-04	Fiscal Year 2004-05	Fiscal Year 2005-06	Fiscal Year 2006-07	Fiscal Year 2007-08
Projected Enrollment		160	240	320	320	320
I. Revenues						
Carry-over and Cash Reserve from previous period	0	52,697	214,483	308,807	267,426	241,271
Per Pupil Payments	0	1,053,000	1,618,988	2,212,616	2,267,932	2,324,630
Competitive State Grants	0	15,000	20,000	20,000	20,000	20,000
Federal Grants	150,000	150,000	150,000	0	0	0
Private Funds	300,000	300,000	120,000	0	0	0
Lunch Revenue	0	62400	93600	124800	124800	124800
Loan for Renovation/Buildout	450,000					
Other						
	900,000	1,633,097	2,217,071	2,666,223	2,680,157	2,710,701
II. Expenditures						
Human Resources						
Executive Director Salary	44,000	65,000	66,950	68,959	71,027	73,158
Program Director Salary	20,000	40,000	41,200	42,436	43,709	45,020
Start Up Coordinator Salary	25,000	10,000	0	0	0	0
Lead Teachers Salaries	8,000	38,000	117,420	161,257	166,095	171,077
Teachers (FT) Salaries	26,640	245,000	396,550	556,973	573,682	590,892
Teachers (PT) Salaries		0	0	0	0	0
Special Education Specialist/Teacher Salary	4,000	38,000	39,140	40,314	41,524	42,769
Clerical/Office Manager Salary	12,500	25,000	25,750	26,523	27,318	28,138
Social Worker Salary	1,000	20,000	34,000	35,020	36,071	37,153
Enrichment Coordinator (.5) Salary	1,000	20,000	20,600	21,218	21,855	22,510
Payroll Taxes (9%)	9,135	45,090	66,745	85,743	88,315	90,965
Benefits (25%)	25,375	125,250	185,403	238,175	245,320	252,679
Custodial Services	0	10,000	10,300	10,609	10,927	11,255
Contract/Consultants	2,000	2,000	2,000	2,000	2,000	2,000
Professional Development	0	11,750	9,270	10,877	11,203	11,539
Substitute Teachers	0	12,000	17,500	23,000	23,690	24,401
Board Recruitment	0	0	0	0	0	0
Board Development	4,000	2,500	2,500	2,500	2,500	2,500
Other Human Resources Expenses						
Total Human Resources	182,650	709,590	1,035,327	1,325,602	1,365,235	1,406,057
Facility						
Rent	61,333	184,000	276,000	368,000	368,000	368,000
Mortgage	0	0	0	0	0	0
Renovation/Construction	450,000	20,000	20,000	20,000	20,000	20,000
Debt Service	38,820	65,520	65,520	65,520	65,520	65,520
Utilities	12,000	24,000	37,800	52,920	55,566	58,344
Maintenance	1,250	5,000	5,150	5,305	5,464	5,628
Other Facility Expenses	0	0	0	0	0	0
Total Facility	563,403	298,520	404,470	511,745	514,550	517,492

Materials/Supplies/Equipment						
Textbooks and Other Instructional Supplies	0	32,000	48,000	64,000	64,000	64,000
Assessments	0	12,000	18,000	24,000	24,000	24,000
Instructional Equipment	0	4,800	2,400	2,400	2,240	2,240
Classroom Technology	0	32,000	16,000	16,000	16,000	16,000
Office Technology and Software	7,500	4,000	4,000	4,000	4,000	4,000
Instructional Software/Internet Access	0	8,000	12,000	16,000	16,000	16,000
Library	0	12,000	12,400	15,600	12,800	12,800
Office and Faculty Furniture	3,750	0	1,250	1,250	0	0
Classroom Furniture	0	20,000	10,000	10,000	9,600	9,600
Copying and Reproduction	5,000	16,000	24,000	32,000	32,000	32,000
Postage and Shipping	2,000	3,200	4,800	6,400	6,400	6,400
Telephone/Fax Lines/Long Distance	1,500	3,000	3,000	3,000	3,000	3,000
Other Material/Supplies/Equipment	2,500	3,000	3,000	3,000	3,500	4,000
Total Materials/Supplies/Equipment	22,250	150,000	158,850	197,650	193,540	194,040
Additional Costs						
Contracted Services (e.g., SchoolStart), and Business Services	18,000	36,000	18,000	0	0	0
Special Education Cooperative	0	20,000	20,000	20,000	20,000	20,000
Insurance	12,500	25,000	26,250	27,563	28,941	30,388
Marketing/Development	20,000	5,000	5,000	5,000	5,000	5,000
Legal Expenses	12,000	5,000	5,000	5,000	5,000	5,000
Accounting/Audit	8,000	12,000	12,360	12,731	13,113	13,506
Transportation	3,500	34,104	50,406	66,708	66,708	66,708
Field Trips	0	30,400	45,600	60,800	60,800	60,800
Food Service	0	78,000	117,000	156,000	156,000	156,000
Cash Reserve @ 2.5%	22,500	40,827	55,427	66,656	67,004	67,768
Other/Miscellaneous	5,000	15,000	10,000	10,000	10,000	10,000
Total Additional Costs	101,500	301,331	365,043	430,457	432,565	435,169
Total Revenue	900,000	1,633,097	2,217,071	2,666,223	2,680,157	2,710,701
Total Expenditures	869,803	1,459,441	1,963,690	2,465,453	2,505,890	2,552,758
Balance	30,197	173,656	253,380	200,770	174,267	157,943

CHARLES A. TINDLEY ACCELERATED SCHOOL -- BUDGET NARRATIVE

Revenue Assumptions:

Carry-over from previous period. The fund balance and cash reserves from the previous year.

State Per Pupil Funding. Based on the Indiana Department of Education's school formula estimates for Calendar Year 2003 (made available to the Indiana Charter Resource Center) This formula includes State Regular aid, Levy funds, Auto Excise funds, Special Ed, At Risk and Prime Time funds. We assume that at least 80% of our students are resident in Indianapolis Public Schools (average of \$6,700 per student annually), and up to 20% will come from surrounding township schools (average of \$5,700 per student), yielding a blended average of \$6,500 per student. We expect to qualify for some categorical funding from the state and federal departments of education, but have not included those monies in our revenues since they are dependent upon the composition of our student body – which is not yet identified. We estimate inflation at 2.5% annually per calendar year.

Competitive State Grants. Includes competitive state and federal grants granted through the Indiana State Department of Education such as Safe Schools initiatives, and Comprehensive School Reform funding.

Federal Start-Up Grants. CTAS expects to be awarded this competitive grant, which amounts to \$150,000 per year for three years.

Private Funds. These sources include planning and special project grants from individuals and foundations. We plan to submit applications to the Walton Family Foundation, and expect serious consideration. We plan to submit applications to other national foundations (e.g., Gates), and local foundations. We are also seeking grant opportunities through the National Center for the Accelerated Schools Project (NCASP) High School Project. Additionally we are soliciting small and large individual and corporate donations.

Lunch Revenue. This includes both State funds for students with free and reduced lunch classification as well as fees paid by families. We estimate this amount at \$2 per student per day for 195 days.

Loan for Renovation/Buildout. This is based on an estimated need for building renovations in the preoperational year. This assumes a 10-year loan for \$450,000 at 8% annual interest. Payments are reflected under the Facility: Debt Service.

Enrollment Projections

2003-04	160 students
2004-05	240 students
2005-06	320 students
2006-07	320 students
2007-08	320 students

Expenditures: (Assumes a 3% annual inflation rate on most items.)

Position	Salary in 03-04	Number (03-04)	Number (04-05)	Number (05-06)	Number (06-07)	Number (07-08)
Executive Director	\$65,000	1	1	1	1	1
Program Manager	\$40,000	1	1	1	1	1
Start-Up Coordinator	\$10,000	3 months	-	-	-	-
Lead Teachers	\$38,000	2	3	4	4	4
Teachers	\$35,000	7	11	15	15	15
Special Education Teacher	\$38,000	1	1	1	1	1
Clerical/Office Manager	\$25,000	1	1	1	1	1
Social Work/Counseling	\$20,000	.625	1	1	1	1
Enrichment Coordinator	\$20,000	.625	.625	.625	.625	.625
Custodial Services	\$10,000	.5	.5	.5	.5	.5

Note: Prior to the 2003-04 school year start, Lead Teachers and Teachers will attend a summer institute for which they will receive stipends. Lead Teacher and Special Education Teacher stipends are calculated at \$25.00 an hour, 4 hours a day for 8 weeks; Teacher stipends (including an ESL teacher) are calculated at \$23.75 an hour, 4 hours a day for 8 weeks; The Social Worker and Enrichment coordinator will be contracted for 40 hours at \$25.00 an hour.

Consultant Salaries. Curriculum Development, evaluation, or other educational program consulting calculated at \$2,000 in the preoperational year, and \$2,000 in subsequent years.

Payroll Taxes. Calculated at 9% of salaries.

Benefits. Calculated at 25% of salaries.

Professional Development. Includes \$4,000 to cover weekly professional development activities, and \$350 per teacher for conferences or training. An additional \$4,000 is estimated in the first operational year for summer of 2003 professional development activities.

Substitute Teachers. \$100 per month per teacher @10 months + \$2,000 (\$2,500 in yr. 2, \$3,000 per year in yrs. 3-5).

Board Development. Includes \$4,000 for board training in the first year; \$2,500 for subsequent years.

Facility

Rent. Calculated at 100sq ft. per student at \$11.50 per sq ft, with the rate increasing based on enrollment.

Renovation/Construction. Initial renovation costs, to make the facility accessible and meet all health and safety codes is estimated at \$450,000. Additional costs of \$20,000 are budgeted for subsequent years.

Debt Service. Calculated as a 10-year loan for \$450,000 at 8% interest. At this rate payments are \$5,460 a month, or \$65,260 a year.

Utilities. Calculated at \$1.50 per square foot with 5% annual inflation.

Maintenance. Estimated at \$5,000 per year for repairs and cleaning supplies. Janitorial services are a separate item under Human Resources 'Custodian'.

Materials/Supplies/Equipment

Textbooks and other instructional supplies. Calculated at \$125 per student for textbooks and \$75 per student for supplies.

Assessments. Calculated at \$75 per student.

Instructional Equipment. Includes VCR and overhead projectors for classroom. Calculated at \$30 per new student for the first three years. Equips 4 classrooms per grade. Subsequent years estimate \$7 per student for repair and replacement of equipment.

Classroom Technology. Estimated at \$200 per student for the first year, \$200 per new student for years 2 and 3, and \$50 per student for maintenance and repair for subsequent years.

Office Technology and Software. Includes leasing and/or purchasing computers, printer, fax and copier; estimated at \$7500 the first year and \$4,000 subsequent years.

Instructional Software and Internet Access. Calculated at \$50 per student.

Library. For acquisitions of materials for a library/media resource center calculated at \$75 per student for the first year, \$75 per new students and \$40 per continuing students in years two and three, and \$40 per student in subsequent years.

Classroom Furniture. Calculated at \$125 per student the first year, \$125 per new student in years two and three, and \$30 per student for maintenance and replacement in subsequent years.

Office and Faculty Furniture. Calculated at \$250 per new faculty member

Copying and Reproduction. Estimated \$5,000 pre-operating year; Calculated at \$100 per student subsequent years.

Postage and Shipping. Estimated \$2,000 pre-operating year; Calculated at \$20 per student subsequent years.

Telephone/Fax Lines/Long Distance. Estimated \$1,500 pre-operating year, \$3,000 subsequent years.

Other Materials/Supplies/Equipment. Estimated \$2,500 pre-operating year; \$3,000 in years 2-3, \$3,500 in year 4 and \$4,000 in year 5.

Additional Costs

Contracted Services. Consulting services with SchoolStart estimated at \$3,000 a month for 18 months. Other local consultants, such as grant writers, may also be contracted.

Special Education Charter School Cooperative Services. Estimated cost on participating in the Special Education cooperative, based on 2002-03 rates at \$25,000 per year (cost of Director of Special Education, and overhead divided by the number of participating schools).

Business Services. Estimated cost \$10,000 for consulting services on issues of strategic planning and finance, review and revisions of business plan.

Insurance. Estimated \$25,000 for first operational year based on charter schools in other states. Includes required liability and other coverage; health and related personal benefits are included as a separate item under Human Resources.

Marketing Development. Consulting costs for student recruitment activities and public relations, including cost of producing brochures and materials; estimated at \$20,000 in pre-operation year, and \$5,000 in subsequent years.

Legal Expenses. Pre-operation costs include setting up the non-profit status of the school, review and approval of contracts, assistance with business services, review of personnel and other school policies. Ongoing costs include review of policy materials, review of contracts and providing counsel to the Board of Directors. Estimated at \$12,000 pre-operational year and \$5,000 subsequent years.

Accounting and Audit. Estimated at \$5,000 for pre-operational year and \$12,000 per operating year for accounting services, and \$8,000 a year for an annual audit to be conducted by a separate contractor for subsequent years.

Transportation. Estimated service to 25% of students at \$4.18 per day for 195 days.

Field Trips/Enrichment Program Transportation and Materials. Fieldtrips calculated at \$23 per student, 3 times a year; Enrichment program transportation and materials calculated at \$121 per student.

Food Services. Calculated at \$2.50 per day per student for 195 days.

F. Facility

CTAS has identified several potential facilities in the Near Eastside. These include two former school buildings, and a building currently housing a community social services program. The Board facilities committee is working informally with a network of individuals who are identifying and referring the committee to potential building sites. The Board is primarily interested in leasing a site and is considering both short-term temporary sites and longer-term opportunities. The facilities committee is

also exploring the option of creating a temporary campus of portable buildings on a suitable site that could allow CTAS to share facilities and resources with an existing community organization.

The chair of the facilities committee has developed a detailed timeline for all aspects of building identification, inspection, renovation and preparation to make sure that the building would be ready for the opening of the school year in August 2003. This includes conducting a feasibility study that indicates the actual costs of bringing the facility up to health, safety and accessibility codes. CTAS will work with the Local Initiative Support Corporation who can provide services in building review, negotiations of leases, and exploring LISC assistance in acquiring the financing required for “build out” (bringing an existing facility up to code).

CTAS hopes to have a facility selected and a lease agreement negotiated by November, 2002. The Board is using the following criteria to evaluate potential facilities: 1) The school intends to be located in the Near Eastside community of Indianapolis. 2) A location within or near a residential area is preferred to assist the school in becoming an active and accessible part of the community, a residential or near residential site is preferred. 3) The selected facility should allow classroom and meeting space that permits each grade cohort and its faculty to have physical proximity. Accordingly, this space should foster a sense of community both within each cohort grouping, and within the whole-school community. 4) The facility should be accessible by public transportation. 5) The facility should be located near other community public resources such as local community centers and public libraries.

G. Transportation

Transportation is not funded in the charter legislation. The school must maximize options so that no student is prevented from attending CTAS due to lack of transportation. However, because transportation costs are not funded, the school must also minimize transportation costs that might drain available classroom resources. In order to meet both goals, the school will develop a transportation plan according to the following guidelines:

- 1) The school should be located in or near a residential area in the Near Eastside community of Indianapolis. The school should be a neighborhood school that draws students from the community. The school should also be a city-wide school appealing and accessible to all students in Indianapolis.
- 2) The school should be easily accessible through public transportation. The school will work with a transportation consultant to determine bus routes for students and their families living within Indianapolis. The school will explore grants and other funding sources to underwrite the costs for bus passes to and from the school for those families unable to afford them.
- 3) The school should establish a carpool network for families residing in areas not accessible to public transportation, or who cannot use public transportation.
- 4) The school will hire a private contractor to meet the school transportation needs of those students and families that cannot walk, use public transportation nor participate in a carpool. Any private

contractor will have to meet safety and accessibility requirements in accordance with local, state and federal regulations, and as required by CTAS's insurance carrier.

H. Risk Management

CTAS is committed to providing a safe environment for all of its students and staff including carrying required levels of insurance. This fall and winter, CTAS will develop a series of health, safety, and professional conduct policies drawing on resources through SchoolStart, and existing Indiana Charter Schools.

CTAS is working with Gregory and Appel Insurance to explore risk management policies and insurance options. (Attachment #14). Insurance figures used for the CTAS budget are based on consultation with a local charter school, and a network of schools in Missouri. CTAS recognizes that the cost estimate will be revised once a building has been identified, and is contingent upon the insurance company's review of CTAS's health, safety and professional conduct policies. As recommended by Gregory and Appel, as well as required by the Mayor's Office, CTAS insurance coverage will include:

<u>Type of Policy</u>	<u>Amount of Coverage</u>
General Liability	\$5,000,000
School Board Legal/Professional Liability	\$5,000,000
Umbrella (Excess Liability)	\$5,000,000
Boiler and Machinery	\$1,000,000
Property Damage	\$1,000,000
Automobile Liability	\$1,000,000
Workers Compensation Insurance	As required by state law

I. CTAS Timeline

Responsibilities	Owner	Timing
Phase I: Planning		
LEGAL & ORGANIZATIONAL		
Board Formation and Formalization	Founders	Done
Review of Bylaws and Articles of Incorporation	Governance Committee	Done
Completion of Secretary of State's application for non-profit incorporation	Founders	Done
File for IRS 501(c)(3) Status	Founders	Done (4/02)
Establish bank account	Founders	Done
Contract Between School and SchoolStart		
Submit & Review of SchoolStart Contract to Board	SchoolStart; Governance Committee	7/02-8/02
Finalize Contract with SchoolStart	SchoolStart; Governance Committee	9/02
STUDENT RECRUITMENT		
Develop recruitment, marketing & outreach plan	Marketing Committee	5/02-12/02
Create student recruitment & enrollment management process	Executive Director	2/03
Identify community liaisons	Marketing Committee; Start Up Coordinator	Ongoing
Write and Design Initial Informational Materials (Brochures, General Info Sheet, Q&A Sheet, etc.)	Founders; Marketing Outreach Committee	1/02-10/02
Print and distribute information/brochures	Marketing Committee; Start Up Coordinator	Ongoing
Secure web site address and recruit site programmer	Start Up Coordinator	2/03
Design and print other marketing materials	Marketing Committee; Start Up Coordinator	103
Advertise on billboards, local newspapers, PSAs	Marketing Committee; Start Up Coordinator	3/03-8/03
Design flyers for mailing to neighborhood families	Marketing Committee; Start Up Coordinator	1/03
Design posters for neighborhood businesses	Marketing Committee; Start Up Coordinator	1/03
Design presentation board for school & street fairs	Marketing Committee	8/02-11/02
Organize community presentations	Marketing Committee; Start Up Coordinator	9/02-5/03
Create student applications	Executive Director; Program Manager	2/03
Organize recruitment campaign, make phone calls	Start Up Coordinator	1/03 – 8/03
Answer parent phone calls, run open houses	Start Up Coordinator	3/03-8/03
Parent liaison/register students, interview parents	Start Up Coordinator	3/03-8/03
INSTRUCTION & ASSESSMENT		
Develop detailed goals/standards/objectives	Executive Director; Academic Committee	5/02-12/02
Plan for instructional program detail	Executive Director; Program Manager; Academic Committee	12/02-3/03
Select curriculum/textbooks/projects/units	Program Manager; Academic Committee	3/03
Identify instructional materials & technology	Program Manager; Accel. Schools Project	1/03-3/03
Research, develop, and plan Summer Professional Development Program	Program Manager	1/-3-6/03
Develop detailed assessment and evaluation plan	Program Manager; Academic Committee	1/03-6/03
Plan for initial classroom/learning environment configuration	Executive Director; Program Manager	4/03
Plan for initial age/gender/cluster configuration	Program Manager	5/03
Plan to address special needs student issues (special education, limited-English proficiency, etc.) for assessment and instructional supports	Program Manager – consulting with Indianapolis S.E. Cooperative	4/03

Responsibilities	Owner	Timing
FINANCIAL PLANNING & FUNDRAISING		
Prepare a realistic five-year planning budget and business plan	Finance Committee	Done
Set up accounting, purchasing, payroll and state reporting systems	Finance Committee; Executive Director	9/02
Develop & initiate fundraising plans	Finance Committee; SchoolStart	6/02 -
Prepare and submit application for federal start-up funds	Executive Director; Program Manager	3/03
Prepare and submit application to Walton Foundation	Executive Director; Academic Committee	11/02
Prepare and submit other grant applications as needed	Executive Director; Program Manager	On Going
FACILITY		
Review needs assessment	Facilities Committee	4/02
Assess market options	Facilities Committee	4/02 – 8/02
Investigate and review prospective sites	Facilities Committee	5/02-8/02
Visit prospective sites	Facilities Committee	5/02-9/02
Investigate preliminary landlord and financing terms	Facilities Committee	9/02
Code, fire & safety review	Executive Director; Facilities Committee	10/02
Zoning/Permit Approval	Executive Director; Facilities Committee	10/02
Explore Financing Options	Executive Director; Facilities Committee	10/02
Review accessibility issues under ADA	Executive Director; Facilities Committee	10/02
Negotiate final terms of lease	Executive Director; Facilities Committee	11/02
<i>Phase II: Start-Up (Preparation for Opening)</i>		
OPEN SCHOOL SITE OFFICE		
Organize and establish school site office	Executive Director	1/03
LEGAL & ORGANIZATIONAL		
Research, provide information about insurance options	Board	8/02-10/02
Secure insurance		
Liability insurance	Executive Director; Governance Committee	10/02-11/02
Property insurance	Executive Director; Governance Committee	10/02-11/02
Workers compensation insurance	Executive Director; Governance Committee	10/02-11/02
Unemployment insurance	Executive Director; Governance Committee	10/02-11/02
Employee medical, dental, disability, and life insurance	Executive Director; Governance Committee	10/02-11/02
Student injury insurance	Executive Director; Governance Committee	10/02-11/02
Develop discipline policy	Executive Director; Program Manager; School as A Whole Committee	4/03-6/03
Develop public/private information policy	Executive Director	2/03
Develop immunization policy	Executive Director	3/03
Develop medication, nursing, and first aid policy	Executive Director	3/03
Develop transportation policy	Executive Director; Start Up Coordinator	4/03
Develop fair enrollment policy	Executive Director	2/03
Develop sexual, religious, and racial harassment & violence policy	Executive Director	2/03
Obtain Fair Pupil Dismissal Act	Executive Director	2/03
Obtain the Mandatory Report of Abuse and Neglect	Executive Director	2/03
Obtain the American with Disabilities Facility checklist	Executive Director	3/03
Develop comprehensive school accountability plan, including ongoing performance-based assessment, governance and public reporting, using proven practices	Executive Director; Program Manager	5/02-1/03

Responsibilities	Owner	Timing
INSTRUCTION & ASSESSMENT		
Review and amend charter instructional goals	Program Manager; Lead Teachers	7/03
Review and amend detailed goals/standards/objectives	Program Manager; Teachers	7/03-8/03
Review and amend instructional program plan	Program Manager; Teachers	6/03
Review and amend curriculum/projects/units	Program Manager; Teachers	7/03
Review and amend assessment plan	Executive Director; Program Manager	8/03
Review and amend school calendar & schedule	Executive Director	5/03
Review and amend classroom/learning environment configuration	Executive Director; Program Manager	7/03
PLANNING FOR SPECIAL EDUCATION NEEDS		
Identify students whose applications indicate IEPs	Program Manager;	4/03-5/03
Review and assess need for IEPs	Program Manager; Special Educator	5/03-8/03
Confer with parents about special education needs during registration period	Program Manager	4/03
Devise plans for serving special education students	Program Manager; Special Educator	5/03-8/03
Coordinate schedule for special education students	Special Educator	8/03
Work with parents to develop or revise IEPs as needed	Special Educator	8/03 – Ongoing
Convey special education plans to regular Ed teachers	Program Manager; Special Educator	8/03 – Ongoing
Identify students whose applications indicate ESL needs	Program Manager	4/03-5/03
Establish framework for assignment to ESL programs	Program Manager; ESL Teacher	7/03
Undertake complete ESL assessment	ESL Teacher	8/03
FINANCIAL PLANNING & FUNDRAISING		
Solicit funds from private and sources (including proposal writing)	Finance Committee	Ongoing
FACILITIES		
Organize major renovations, repairs & construction		
Secure initial architectural planning advice	Facilities Committee	11/02
Put out bids for general construction contractor	Executive Director; Facilities Committee	11/02-12/02
Monitor construction progress	Executive Director; Facilities Committee	1/03-6/03
Technology selection		
Determine quantities, types of computer equipment	Executive Director; Program Manager	2/03
Draft, solicit, receive, and evaluate bids	Executive Director	3/03
Purchase technology	Executive Director	5/03
Purchase & move in furnishings	Executive Director	4/03-6/03
Arrange classrooms/instructional & work environments	Program Manager; Teachers	6/03-7/03
Property insurance & security	Executive Director	1/03
Advise on all facilities services listed below	SchoolStart	1/03-5/03
Procure facilities services, including:		
Custodial Services	Executive Director	6/03
Maintenance Services	Executive Director	6/03
Security Services	Executive Director	6/03
Transportation Services	Executive Director; Start Up Coordinator	4/03
Bus Company, Routes, Un/loading Plan	Executive Director; Start Up Coordinator	6/03
Food Services	Executive Director	4/03
Groundskeeping Services	Executive Director	2/03
Pest Control Services	Executive Director	3/03
Trash Removal Services	Executive Director	2/03
Long term facilities planning	Facilities Committee	Ongoing

Responsibilities	Owner	Timing
STAFFING		
Develop needs assessment	Personnel Committee	4/02-10/02
Identify options & plan recruitment strategy	Personnel Committee; Marketing Committee	10/02
Explore staff sharing with other charters	Personnel Committee	12/02
Develop personnel policies & contracts	Personnel Committee; Governance Committee	1/03
Organizational chart & job descriptions	Personnel Committee; Governance Committee	7/02-10/02
Develop staff selection process	Personnel Committee	10/02
Recruit/Select/Hire Executive Director	Personnel Committee	Done
Recruit/Select/Hire Program Manager and Start Up Coordinator		
Draft, approve and run ad	Executive Director; Personnel Committee	3/02; 9/02
Contact Universities/Colleges and other networks	Executive Director; Personnel Committee	9/02
Receive, organize, and review letters of interest/resumes	Executive Director; Personnel Committee	10/02-11/02
Interview & background reference checks	Executive Director; Personnel Committee	12/02
Finalize selections, criminal background check & finger printing	Executive Director; Personnel Committee	12/02-1/03
Contract and Hire	Executive Director; Personnel Committee	1/03
Create personnel policy	Personnel Committee, Executive Director; SchoolStart	10/02-12/02
Recruit/Select/Hire Licensed Teachers and Other Staff		
Draft, approve and run ad	Executive Director; Personnel Committee; Marketing Committee	1/03-2/03
Contact Universities/Colleges and other networks	Executive Director; Marketing Committee	2/03
Receive, organize, and review letters of interest/resumes	Executive Director; Personnel Committee	3/03 – 4/03
Interview,& background reference checks	Executive Director; Personnel Committee	3/03 – 5/03
Finalize selections, criminal background check & finger printing (all staff and regular volunteers)	Executive Director; Personnel Committee	3/03 – 5/03
Recruit contract service providers	Executive Director	2/03-5/03
Orientation & planning	Executive Director; Program Manager	6/03
Advise staff on legal and regulatory compliance	SchoolStart	7/03
Establish Year 1 staff development plan	Program Manager	6/03
Implement immediate staff development activities	Program Manager	7/03 – Ongoing
Summer training institute (summer 2002)	Program Manager	7/03 – 8/03
Weekly Professional Development Sessions	Program Manager	8/03-6/04
Weekly Professional Development Sessions	Program Manager	8/03-6/04
STUDENTS & PARENTS		
Develop student & parent policies & handbook	Executive Director	2/03
Accept and review applications	Start Up Coordinator	3/03-4/03
Monitor diversity & outreach	Start Up Coordinator	ongoing
Conduct enrollment lottery	Executive Director	4/03
Registration & assessment	Start Up Coordinator; Program Manager	3/03-6/03
Develop parent participation & involvement policies	Executive Director; Program Manager	2/03
Public notice of special education services	Executive Director	3/03
Send monthly updates to perspective parents & students	Start Up Coordinator; Program Manager	ongoing
Family/Student Orientation		
Plan and implement open houses	Start Up Coordinator	3/03 – 8/03
Orientation Packets to all parents and students	Start Up Coordinator; Program Manager	8/03
Plan and implement Grand Opening	Start Up Coordinator	6/03 – 9/03

J. Summary of Strengths

Founders:

- Possess diverse skills and professional experiences including business, legal, start-up, and educational experience
- Bring experience working with adolescents and working in Accelerated schools
- Have knowledge and familiarity of the Near Eastside community
- Bring personal and professional networks with access to human and financial resources

Mission:

- Serve students in the Near Eastside community: an area with low graduation and employment rates
- Collaborate with community agencies and educational institutions to share resources and build community assets
- Set and meet high academic goals through alternative approaches
- Empower all stakeholders: students, teachers, families, and community members to participate in the school through the Accelerated Schools - School As a Whole (SAW) committee

Program:

- Incorporate the Accelerated Schools model – a proven method
- Integrate experiential learning and service learning
- Treat all students as gifted and talented
- Provide intense, individualized instruction in reading and math
- Engage students through tutorials, peer study and individualized instruction
- Provide a student-centered program to maximize student learning
- Offer three trimesters, a longer school day and more instructional time to prepare students for post-secondary education

Students:

- Accept academic relevance and success as the rule, not the exception.
- Engage in building a better community through service learning
- Perform to high standards – succeeding in Advanced Placement classes by 12th grade
- Build the ability to apply learning in real-world situations
- Develop critical thinking and life skills to be successful in post-secondary education and the workplace

Teachers

- Bring expertise, passion, and commitment to serving all students
- Forge positive, respectful working relationships with students, parents and each other
- Commit to professional growth related to student learning
- Create a collaborative environment that is focused on student achievement